

ASHFIELD SCHOOL

Year 10

**Content of the curriculum and
key assessments**



YEAR 10 Options Course

Art & Design GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Still life project</p> <ul style="list-style-type: none"> • Still Life photography. • Still life observational drawing. • Artist pages (Contextual research and analysis). • Developments in the style of the artist. • Final piece planning. 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (Coursework)</p>
Term 2	<p>Still life project (continued)</p> <ul style="list-style-type: none"> • Final piece rough draft. • Final piece. • Evaluation. <p>Portrait project</p> <ul style="list-style-type: none"> • Title page, Mindmap, Moodboard. • Observational drawings from own photographs. • Artist pages (Contextual research and analysis). 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (Coursework)</p>
Term 3	<p>Portrait project (continued)</p> <ul style="list-style-type: none"> • Work in the style of artists. • Development in the style of artists. • Final piece plans. • Final piece rough draft. • Final piece. • Evaluation. 	<p>Assessment 5 (Coursework)</p> <p>Assessment 6 (Coursework)</p>



YEAR 10 Options Course

Business

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Component 1 – Exploring Enterprises</p> <ul style="list-style-type: none"> Examining the characteristics of enterprises, types of small and medium enterprises, the purpose of enterprise. Customer service. Social and political pressures influencing enterprises. Range of goods and services. <p>Component 3 – Promotion and Finance for Enterprise</p> <ul style="list-style-type: none"> The promotional mix: methods and message. Advertising. Sales promotions, personal selling, public relations, direct marketing. Types of market and market segmentation. Factors influencing the choice of promotion. Financial records. Methods of payment. 	<p>Assessment 1 (Component 1)</p> <p>Assessment 2 (Mini mock exam, component 3)</p>
Term 2	<p>Component 1 – Exploring Enterprises</p> <ul style="list-style-type: none"> Entrepreneurs, Mind-set of an entrepreneur. Skills for success. <p>Component 3 – Promotion and Finance</p> <ul style="list-style-type: none"> Sources of revenues and costs. Financial terminology: turnover & profit. Financial terminology: assets and liabilities. Statement of comprehensive income. Statement of financial position. Profitability and liquidity. 	<p>Assessment 3 (Coursework assignment 1, Component 1)</p> <p>Assessment 4 (Mini mock exam, component 3)</p>
Term 3	<p>Component 1 – Exploring Enterprises</p> <ul style="list-style-type: none"> Market research: anticipating and identifying what customers want. Market research and ongoing customer needs. Using market research to understand customers. Primary research: interviews, focus groups and surveys. Secondary research: online research, company materials, market reports, government reports and the media. Understanding competitors; price and quality, availability and unique features. Identifying competitors. <p>Component 3 – Promotion and Finance</p> <ul style="list-style-type: none"> Cash inflows and outflows, statements and forecasts. Cash flow problems and solving problems. Interpreting and creating break-even charts with limitations of use. Internal and external sources of finance. 	<p>Assessment 5 (Coursework assignment 2, Component 1)</p> <p>May - Pearson National exam (1st sitting)</p>



YEAR 10 Options Course

Child Development

ACCREDITING AUTHORITY : OCR

Term	Content	Assessment
Term 1	<p>Understand reproduction and the roles and responsibilities of parenthood</p> <ul style="list-style-type: none"> To explore the wide range of factors which affect the decision to have children. To investigate Pre-conception health. To describe the roles and responsibilities of parenthood. To recognise and evaluate methods of contraception, their efficiency and reliability. Name and draw the structure and function of male and female reproductive systems. Be able to describe how reproduction takes place. To recognise the signs and symptoms of pregnancy. <p>Understand antenatal care and preparation for birth</p> <ul style="list-style-type: none"> Explain the roles of the different health professionals supporting the pregnant mother. To examine the importance of antenatal and parenting classes. Name routine checks carried out at an antenatal clinic and explore specialised diagnostic tests. Consider the choices available for delivery. To be able to discuss the stages of labour and the methods of delivery, including methods of pain relief available. 	<p>Assessment 1 (Reproduction and parenthood test)</p> <p>Assessment 2 (Antenatal care test)</p>
Term 2	<p>Understand postnatal checks, postnatal provision and conditions for development</p> <ul style="list-style-type: none"> Identify the postnatal checks of the new-born baby. List the specific needs of the premature baby. Compare the postnatal provision available for the mother and baby and the postnatal needs of the family. Examine conditions for development and behavioural approaches. <p>Understand how to recognise, manage and prevent childhood illnesses</p> <ul style="list-style-type: none"> To ascertain how immunity to disease and infection can be acquired. To recognise and treat common childhood ailments and diseases. Consider the needs of an ill child and diet-related illnesses. To discuss how to prepare a child for a stay in hospital. 	<p>Assessment 3 (Postnatal provision test)</p> <p>Assessment 4 (Preventing childhood illness test)</p>
Term 3	<p>Know about child safety</p> <ul style="list-style-type: none"> To be able to create a safe, child-friendly environment. Identify safety labelling. To be aware of the most common childhood accidents. To expand and develop an awareness of social and internet safety. 	<p>Assessment 5 (Child safety test)</p> <p>National Exam</p>



YEAR 10 Options Course

Computer Science GCSE

ACCREDITING AUTHORITY : OCR

Term	Content	Assessment
Term 1	<p>Problem Solving</p> <ul style="list-style-type: none"> • Abstraction, Decomposition and Algorithmic Thinking. • Functions and Procedures. • Integrated Development Environments. • Software Development Life Cycle. • Testing. <p>Types of Programming Language</p> <ul style="list-style-type: none"> • High and Low Level Languages. • Little Man Computer. • Translators and Compilers. <p>Hardware</p> <ul style="list-style-type: none"> • Input and Output Devices. • Embedded Systems. • CPU and the Fetch Decode Execute Cycle. • Memory and Storage. 	<p>Assessment 1 (Problem Solving test)</p> <p>Assessment 2 (Types of programming language test)</p> <p>Assessment 3 (Hardware test)</p>
Term 2	<p>Systems Software</p> <ul style="list-style-type: none"> • Operating Systems. • User Interfaces. • Utility Software. <p>Networks</p> <ul style="list-style-type: none"> • Types of Network. • Network Performance. • Network Hardware and Topologies. • Protocols and Connecting to the Internet. • Virtual Networks. <p>Systems Security</p> <ul style="list-style-type: none"> • Forms of Attack. • Preventing Vulnerabilities. 	<p>Assessment 4 (Systems Software test)</p> <p>Assessment 5 (Networks test)</p> <p>Assessment 6 (Systems Security test)</p>
Term 3	<p>Concerns</p> <ul style="list-style-type: none"> • Legislation. • Ethics and Privacy. • Cultural Implications. • Environmental Impact. • Stakeholders. • Open Source vs Proprietary. <p>Component 1 Revision</p>	<p>Assessment 7 (Concerns test)</p> <p>Assessment 8 (End of year exam)</p>



YEAR 10 Options Course

CONSTRUCTION

ACCREDITING AUTHORITY : WJEC

	Content	Assessment
Term 1	<ul style="list-style-type: none"> • Safety legislation. • Safety signs. • Fire extinguisher types. • The health and Safety Executive. • Hazardous situations. • Sub structure. • Types of foundations. • Superstructure. • Types of floor. • Types of wall construction. • Types of roof structure. 	<p>Assessment 1 (End of term test)</p>
Term 2	<ul style="list-style-type: none"> • Risks and risk assessments. • Control measures. • Risks to security. • Control measures for security risks. • GDPR. • Sustainability in buildings. • Orientation. • Thermal insulation and Noise insulation. • Prefabrication. • Sustainable materials. • Recycling. 	
Term 3	<ul style="list-style-type: none"> • Job roles in construction. • Responsibilities of job roles. • Types of output from job roles. • Type of projects. • Processes in built environment projects. • Planning. • Construction operations. • Factors which affect projects. • Calculations relating to projects. 	<p>WJEC National Exam (Project Planning 1st sitting) (Safety 2nd sitting)</p>



YEAR 10 Options Course

Creative i Media

ACCREDITING AUTHORITY : OCR

Term	Content	Assessment
Term 1	<p>Understand the uses and properties of digital video</p> <ul style="list-style-type: none"> • Produce a storyboard for a digital video. • Produce a shooting script for a digital video. • Identify appropriate equipment and software to be used in the digital video sequence. • How legislation applies to the use of video footage, whether sourced or recorded. <p>Be able to create a digital video sequence</p> <ul style="list-style-type: none"> • Use a range of camera techniques to record original digital video footage. • Source additional footage and other assets for use in a digital video sequence. • Identify appropriate original recorded footage for use in a digital video sequence. • Import original recorded footage and assets into video editing software recognising any limitations of the software. • Use software features to produce, edit and enhance a video sequence. • Save a digital video sequence file in a high-quality format appropriate to the software being used. • Export a digital video sequence in a file format appropriate to client requirements. • How to use version control when creating digital video sequences. • considerations when exporting different file formats and file sizes. 	<p>Assessment 1 (Controlled assessment)</p>
Term 2	<p>Be able to review a digital video sequence</p> <ul style="list-style-type: none"> • Review a digital video sequence against a specific brief. • Identify areas for improvement and further development of a digital video sequence. <p>Understand the properties and features of multipage websites</p> <ul style="list-style-type: none"> • The purpose and component features of multipage websites in the public domain. • The devices used to access web pages. • The methods of internet connection. 	<p>Assessment 2 (Controlled assessment)</p> <p>Assessment 3 (Controlled assessment)</p>
Term 3	<p>Be able to plan a multiple page website</p> <ul style="list-style-type: none"> • Interpret client requirements for a multiple page website based on a specific brief. • Understand target audience requirements for a multiple page website. • Produce a work plan for the creation of a multipage website. • Create a site map with navigation links. 	<p>Assessment 4 (Controlled assessment)</p>



YEAR 10 Options Course

Dance GCSE

ACCREDITING AUTHORITY: AQA

	Content	Assessment
Term 1		
Term 2		
Term 3		



YEAR 10 Options Course

Design and Technology GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Passive Speaker</p> <ul style="list-style-type: none"> • Sawing and drilling. • CAD/CAM. • Marking out. • Countersinking. • Screws. <p>Advent calendar</p> <ul style="list-style-type: none"> • Designing for a target market. • Vacuum forming. • Mould making. • Chocolate casting. • Nets. • Construction lines. • Page layout. <p>Exam Focus</p> <ul style="list-style-type: none"> • Core Technical principles • Paper and Board specialist Technical Principles 	<p>Assessment 1 (Seneca test)</p> <p>Assessment 2 (Exam)</p>
Term 2	<p>Mock NEA coursework task</p> <ul style="list-style-type: none"> • Task analysis. • Research techniques. • Analysis of research. • Designing for a client. • Modelling and prototyping. • Plywood production processes. • Routing and gluing. • Surface finishes. • Evaluating and Re-designing. <p>Exam Focus</p> <ul style="list-style-type: none"> • Timber Specialist Technical principles • Designing and making Principles 	<p>Assessment 3 (Seneca test)</p>
Term 3	<p>NEA coursework 50% of final Grade</p> <ul style="list-style-type: none"> • Identification of context. • Task analysis. • Product analysis. • Target Market and client identification. • Materials fixtures and finishing techniques. • Writing a design brief. • Writing a design criteria. 	<p>Assessment 4 (End of year exam)</p>



YEAR 10 Options Course

DRAMA GCSE

ACCREDITING AUTHORITY: AQA

	Content	Assessment
Term 1	<p>Content necessary for Component 1 exam.</p> <ul style="list-style-type: none"> To revise all of the subject content associated with the set text 'Blood Brothers'. To practice writing responses to all component 1 exam questions. To act upon feedback given and improve written responses. To review example responses and participate in peer marking of written work. To consolidate understanding of assessment criteria. 	<p>Assessment 1 (Written Assessment)</p>
Term 2	<p>Skills Workshops and Introduction to Devising exam</p> <ul style="list-style-type: none"> To participate in various workshops each developing understanding of theatrical practitioners and ways of approaching the devised exam. To consider a range of different stimuli material and how it could be approached practically. To start the devising process in a group, using the influence of a theatre practitioner. 	<p>Assessment 2 (Practical Assessment)</p>
Term 3	<p>Devising exam and Coursework</p> <ul style="list-style-type: none"> To work collaboratively using the chosen stimuli and practitioner. To take on board regular feedback to improve performance work. To write the devising log (three separate sections which reviews the process of creating a piece of original theatre). 	<p>Assessment 3 + 4 (Practical performance and written devising log coursework)</p>



YEAR 10 Options Course

Engineering

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Heat treatment techniques</p> <ul style="list-style-type: none"> • Marking out. • Milling. • Jigs and production aids. • Risk assessments. • Tolerances • QA and QC. • Technical drawings. • Heat treatment <p>Secondary Machining Techniques</p> <ul style="list-style-type: none"> • Marking out. • Milling. • Jigs and production aids. • Risk assessments. • Tolerances. • QA and QC. • Technical drawings. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Component 1</p> <ul style="list-style-type: none"> • Product Disassembly. • Engineering sectors. • Engineering careers. • Investigations into Engineering companies global and local. • Comparing the processes within engineering companies. • CAD techniques. • Engineering design techniques. • Prototyping. • Designing for a client. • Responding to client feedback. 	<p>Assessment 2 (Controlled assessment)</p>
Term 3	<p>Component 2</p> <ul style="list-style-type: none"> • Product Disassembly. • Investigating components. • Proprietary and product specific parts. • Investigating materials. • Investigating machining and moulding processes. • Working to tolerance. • Production planning. • Risk assessments. 	<p>Assessment 3 (Controlled assessment)</p>



YEAR 10 Core Course

English Language GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>English Language Paper 1 Creative Writing Using a range of texts as a springboard into revising key skills to describe and narrate.</p> <ul style="list-style-type: none"> • Have the ability to plan and organise ideas, using a range of accurately punctuated sentences. • Adopt an appropriate tone and style, using appropriate narrative and descriptive devices. • Develop editing and proofreading strategies in order to improve work. • Develop a broader vocabulary with accurate spelling. <p>English Language Paper 1 Creative Reading - 20th and 21st century texts on supernatural, crime and mystery theme.</p> <ul style="list-style-type: none"> • Identify relevant information. • Provide an analysis of language and structure. • Identify and analyse writer's methods using appropriate subject terminology. • Give relevant evidence. • Give judgments on effects and reasons for these. 	<p>Assessment 1 (Paper 1 Section B test)</p> <p>Assessment 2 (Paper 2 Section B test)</p>
Term 2	<p>English Language Paper 2 Writing – Viewpoint – using a range of viewpoint texts as a springboard into revising key skills to persuade.</p> <ul style="list-style-type: none"> • Have the ability to plan and organise ideas, using a range of accurately punctuated sentences. • Adopt an appropriate tone and style, using appropriate rhetorical and persuasive devices. • Develop editing and proofreading strategies in order to improve work. • Develop a broader vocabulary with accurate spelling. <p>English Language Paper 2 Reading – 19th and 20th century non-fiction texts on theme of Science and Technology.</p> <ul style="list-style-type: none"> • Identify relevant information. • Identify and analyse the effects of a writer's methods, using appropriate subject terminology. • Give relevant evidence. • Compare viewpoints in different texts. • Give judgments on effects and reasons for these. 	<p>Assessment 3 (Paper 2 Section B test)</p> <p>Assessment 4 (Paper 2 Section A test)</p>
Term 3	<ul style="list-style-type: none"> • Using poetry as a springboard to revise creative writing. • Practise writing skills in a range of genres. • Revise Paper 1 Reading and Writing sections, focusing on exam skills and techniques. 	<p>Assessment 5 (Year 10 Mock exam)</p>



YEAR 10 Core Course

English Literature GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>English Literature Paper 1 19th Century Novel, The Strange Case of Dr Jekyll and Mr Hyde</p> <ul style="list-style-type: none"> • Read novel - annotating key scenes. • Analyse language and structural features. • Analyse key scenes. • Contextual factors. • Long term memory strategies – learning quotations and key events. • Exam technique. 	<p>Assessment 1 (Paper 1 Section B)</p>
Term 2	<p>English Literature Paper 2</p> <ul style="list-style-type: none"> • Love and Relationships Anthology Poetry • Read and study the 15 poems from anthology. • Analyse language, form and structural features. • Make comparisons between poems. • Contextual factors. • Long term memory strategies – learning quotations and key facts. • Exam technique. 	
Term 3	<p>English Literature Paper 2 Modern Text</p> <ul style="list-style-type: none"> • Revising An Inspector Calls – studied first in Year 9 • Read play -annotating key scenes • Analyse language, form and structural features • Analyse key scenes • Contextual factors • Long term memory strategies – learning quotations and key events • Exam technique 	<p>Assessment 2 (Paper 2 Section A, B and C)</p>



YEAR 10 Options Course

Ethics and Philosophy GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Christian Practices</p> <ul style="list-style-type: none"> • Christmas. • Holy week. • Easter. • Pilgrimage. • Street pastors. • Church growth. • Food banks. • Persecution and reconciliation. • Poverty. <p>Judaism Beliefs and Teachings</p> <ul style="list-style-type: none"> • What makes someone Jewish? • The covenant. • Moses. • God as a loving judge. • Shema. • Shekinah. • The afterlife. • The Messiah. 	<p>Assessment 1 (Christian Practices test)</p> <p>Assessment 2 (Interim test)</p>
Term 2	<p>Judaism Beliefs and Teachings</p> <ul style="list-style-type: none"> • The Mitzvoth. • Justice. • Charities. • Sanctity of life <p>Judaism Practices</p> <ul style="list-style-type: none"> • Shabbat. • Festivals. • Dietary Law. • Brit Milah. • Marriage. • Mourning. • The synagogue. • Jewish law. 	<p>Assessment 3 (Judaism Beliefs and Teachings test)</p> <p>Assessment 4 (Interim test)</p> <p>Assessment 5 (Judaism Practices test)</p>
Term 3	<p>Religion and Life</p> <ul style="list-style-type: none"> • Origins of the universe. • The value of the world. • The environment. • Animals. • Human life. • Abortion. • Euthanasia. • Death and the afterlife. 	<p>Assessment 6 (Religion and Life test)</p> <p>Assessment 7 (End of year exam)</p>



YEAR 10 Options Course

Fashion

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	Awaiting confirmation.	
Term 2	Awaiting confirmation.	
Term 3	Awaiting confirmation.	



YEAR 10 Options Course

Food Prep' & Nutrition GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Food, Nutrition and Health</p> <ul style="list-style-type: none"> • Nutrient groups, healthy eating top tips. • Eat well Guide and Proportions. • Healthy balance diet. • Protein – High biological and low biological value. • Protein complementations. • Carbohydrates – Sugar and complex. • Dietary fibre. • Fats and oils – Saturated and unsaturated. • Vitamins – Fat soluble, water soluble and minerals. <p>Mock Non Examined Assessment One Mock version of NEA one focusing on cakes – Functional and chemical properties of the ingredients.</p> <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills.</p>	<p>Assessment 1 (Food, Nutrition and Health part one test)</p> <p>Assessment 2 (Practical assessment based on the GCSE criteria)</p> <p>Assessment 3 (End of term test)</p>
Term 2	<p>Food, Nutrition and Health</p> <ul style="list-style-type: none"> • Antioxidants. • Portion sizes. • Cholesterol. <p>Dietary needs</p> <ul style="list-style-type: none"> • Age related dietary needs. • Religious dietary needs. • Energy balance – Calories, BMR and PAL. • Ethical and moral. • Medical. • Food allergies and intolerances. • Health related illnesses. <p>Mock Non Examined Assessment two Mock version of NEA two focusing on a celebration meal – The meal needs to be nutritionally balanced and meet the needs of a teenager.</p> <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills.</p>	<p>Assessment 4 (Food, Nutrition and health part two test)</p> <p>Assessment 5 (Practical assessment based on the GCSE criteria).</p> <p>Assessment 6 (Dietary needs test)</p>
Term 3	<p>Heat transfer and cooking methods</p> <ul style="list-style-type: none"> • Why do we cook foods? • Heat transfer – Conduction, convection and radiation. • Cooking methods. <p>Preservation and hygiene</p> <ul style="list-style-type: none"> • Preservation methods. • Food spoilage. • Food, kitchen and personal hygiene. • Key storage temperatures. <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills.</p>	<p>Assessment 7 (Heat transfer, preservation and hygiene test)</p> <p>Assessment 8 (End of year exam)</p>



YEAR 10 EBacc Course

Geography GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Peruvian Highway issue</p> <ul style="list-style-type: none"> This unit is a practice for 50% of paper 3 (30% of GCSE total) and provides a chance to practice the skills needed when completing an issue evaluation in the exams in Y11. <p>River landscapes in the UK</p> <ul style="list-style-type: none"> Understanding of the changes in rivers flow downstream. Knowledge of the formation of landforms and physical processes. Management strategies used to protect rivers from flooding. <p>Geographical skills</p> <p>This unit is taught during 1 lesson per 2 weeks throughout the year. The skills required to develop and demonstrate a range of geographical skills including cartographic, graphical, numerical and statistical skills.</p>	<p>Assessment 1 (Issue evaluation test)</p> <p>Assessment 2 (River landscapes in the UK test)</p>
Term 2	<p>Coastal landscapes in the UK</p> <ul style="list-style-type: none"> Understanding the processes which shape coasts. Knowing the landforms as a result of rock type, structure and physical processes. Management strategies used to protect coasts from physical processes. <p>Economic futures in the UK</p> <ul style="list-style-type: none"> Major changes in the UK economy have affected. And will continue to affect, employment patterns and regional growth. 	<p>Assessment 3 (Coastal landscapes in the UK test)</p> <p>Assessment 4 (Economic futures in the UK test)</p>
Term 3	<p>The challenge of resource management</p> <ul style="list-style-type: none"> Understanding of how food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Water demand and supply is rising but insecure leading to conflict. The different strategies that can be used to increase water supply. <p>Mock examination revision lessons</p>	<p>Assessment 5 (Resource management and Water test)</p> <p>Assessment 6 (End of year exam)</p>



YEAR 10 Options Course

Hair and Beauty Therapy

ACCREDITING AUTHORITY : VTCT

	Content	Assessment
Term 1	Hair and Beauty Research Project <ul style="list-style-type: none"> • Different types of hair and beauty research projects. • Factors that must be considered when planning research. • How to producing a proposal for research. • Carrying out research. • Presentation and evaluation of findings. 	Assessment 1 (Coursework)
Term 2	Understanding the Hair and Beauty Sector. <ul style="list-style-type: none"> • The size and structure of the hair and beauty sector. • The importance of the hair and beauty sector to individuals, businesses and the economy. • Trade and professional organisations within the hair and beauty sector. • Basic hair and beauty terminology. • Career opportunities within the hair and beauty sector and related industries. • Skills and attributes required to be successful within the hair and beauty industry. • Training pathways necessary to pursue a career in the hair and beauty sector. 	Assessment 2 VTCT National exam (1 st sitting)
Term 3	Hair & Beauty Science <ul style="list-style-type: none"> • The chemistry of hair and beauty products. • Ingredients in hair and beauty products and their effects on the skin and hair. • Skin and hair anatomy. • Characteristics of and factors affecting, different hair and skin types. • Defining a formulation for a cosmetic hair and beauty product. • Describing the ingredients and substances used with the formulated product. 	Assessment 3 (Coursework)



YEAR 10 Options Course

Health & SC

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Component 1 Factors that can affect an individual's growth and development:</p> <ul style="list-style-type: none"> • Physical factors. • Social and cultural factors. • Economic factors. <p>Component 3 Introducing the factors affecting health and wellbeing:</p> <ul style="list-style-type: none"> • Physical and lifestyle factors. • Social, emotional and cultural factors. • Economic factors. • Environmental factors. <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p>Assessment 1 (Component 1 written coursework)</p> <p>Assessment 2 (Component 3 exam style questions)</p>
Term 2	<p>Component 1 Different types of life event:</p> <ul style="list-style-type: none"> • Physical events. • Relationship changes. • Life circumstances. <p>Coping with change caused by life events:</p> <ul style="list-style-type: none"> • How individuals adapt to these changes. • Sources of support. • Types of support. <p>Component 3 Understanding the basics of how to Interpret lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> • Smoking. • Alcohol consumption. • Inactive lifestyles. <p>Starting to explore the importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. Information to be included in plan:</p> <ul style="list-style-type: none"> • Recommended actions to improve health and wellbeing. • Short-term (less than six months) and long-term targets • Appropriate sources of support (formal and/or informal) 	<p>Assessment 3 (Component 1 case study application of content)</p> <p>Assessment 4 (Component 3 exam)</p>
Term 3	<p>Component 3 Learners will begin to explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <ul style="list-style-type: none"> • Potential obstacles: • emotional/psychological – lack of motivation, low self-esteem, acceptance of current state • 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. 	<p>Assessment 5 (Component 1 written coursework)</p> <p>Pearson National exam (Component 3, 1st sitting)</p>



YEAR 10 EBacc Course

History GCSE

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Elizabethan England</p> <ul style="list-style-type: none"> • Tudor society and government. • Challenges to Elizabeth- Home and Abroad. • English Reformation. • Puritan Threat. • Mary, Queen of Scots. <p>Challenges to Elizabeth- Home and Abroad</p> <ul style="list-style-type: none"> • Revolt of the Northern Earls. • Plots against Queen Elizabeth. • The role of Walsingham. • Political and economic tension with Spain. • The Netherlands. • The Spanish Armada. 	<p>Assessment 1 (Elizabethan England and Challenges to Elizabeth test)</p>
Term 2	<p>Elizabeth Society and the age of exploration</p> <ul style="list-style-type: none"> • Past times during the Elizabethan period- Rich and Poor. • Poor laws. • The New World and exploration. • Sir Francis Drake. • Sir Walter Raleigh and Virginia. <p>Early Settlement of the West</p> <ul style="list-style-type: none"> • The Plains Indians way of life- culture, society, beliefs, land and nature. • US government policy towards the Plains Indians. • Migration westwards. • Mormon migration. • Fort Laramie Treaty. • Lawlessness. 	<p>Assessment 2 (Elizabethan Society test)</p> <p>Assessment 3 (Early settlement test)</p>
Term 3	<p>Development of settlement in the West</p> <ul style="list-style-type: none"> • Homestead Act and the Pacific Railroad Act. • The American Civil War. • Lawlessness. • Development of the Cattle industry. • Ranchers v Homesteaders. • Plains Indians way of life- reservations. • The Indian War's 1862-1868. <p>Changes in farming, the cattle industry and settlement</p> <ul style="list-style-type: none"> • Changes to the cattle industry. • Exoduster Movement and the Oklahoma Land Rush. • Lawlessness. • Battle of Little Big Horn, Wound Knee and the Ghost dance movement. • Extermination of the buffalo. • Reservation life. • The Dawes Act. 	<p>Assessment 4 (Development of settlement in the west test)</p> <p>Assessment 5 (Changes in farming, the cattle industry and settlement test).</p> <p>Assessment 6 (End of year exam)</p>



YEAR 10 Options Course

Hospitality and Catering

ACCREDITING AUTHORITY : WJEC

Term	Content	Assessment
Term 1	<p>Introduction into hospitality LO1</p> <ul style="list-style-type: none"> • Types of provision. • Commercial and non-commercial. • Job requirements. • Job roles within hospitality • Nutritional needs and impacts of nutrition <p>Practical sessions</p> <ul style="list-style-type: none"> • Cooking methods. • Pastry. • Baking. • Roasting • Boiling. 	<p>Assessment 1 (Written test)</p>
Term 2	<p>Hospitality industry LO2</p> <ul style="list-style-type: none"> • Risk and control measures • Food safety legislation • HACCP • Food labelling • Commodities <p>Factors for Success in Hospitality in Catering</p> <ul style="list-style-type: none"> • Kitchen flow. • FoH flow. <p>Methods of cooking</p> <ul style="list-style-type: none"> • Menu planning <p>Practical skills</p> <ul style="list-style-type: none"> • Knife skills • Methods of cooking • Baking • Roasting 	<p>Assessment 2 (Written test)</p> <p>Assessment 3 (Practice on line exam)</p>
Term 3	<p>Revision and exam preparation</p>	<p>Assessment 4 (Unit 1, practice exam paper)</p> <p>National exam (Unit 1 exam)</p>



YEAR 10 EBacc Course

Languages GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Holidays</p> <ul style="list-style-type: none"> • Activities on holiday. • Cultural activities and understanding. • Holidays past, present and future. • Future, perfect and conditional tenses using en + gerund, comparatives and superlatives. <p>Role play and asking questions</p> <ul style="list-style-type: none"> • Using pronouns, demonstrative adjectives. 	<p>Assessment 1 (Writing and Translation test)</p>
Term 2	<p>Living</p> <ul style="list-style-type: none"> • Living in the city. • Life in the countryside. • Advantages and disadvantages of urban and rural life. • Types of accommodation and daily routines. • Ideal home. • Future, perfect and conditional tenses, introduction of the imperfect tense. • Using the y pronoun, quel/quelle/quels/quelles, negatives. <p>Healthy living and lifestyle</p> <ul style="list-style-type: none"> • Food and exercise. • Ailments and parts of the body. • Using imperatives, perfect and imperfect. 	<p>Assessment 2 (Reading & Translation test)</p> <p>Assessment 3 (Listening test)</p>
Term 3	<p>Life at school</p> <ul style="list-style-type: none"> • Daily routines. • Rules. • Uniform. • Subjects and opinions. • Future, perfect and conditional tenses. • Pronouns il/elle, comparatives, il faut, il est interdit, de. <p>Future careers</p> <ul style="list-style-type: none"> • Jobs. • Working conditions. • Ambitions. • Future, perfect and conditional tenses. • Direct object pronouns in the perfect tense, verbs + à or de. 	<p>Assessment 4 All skills test (Speaking test, Reading test Listening test, Writing test)</p>



YEAR 10 Core Course

Mathematics GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Circumference and area of circles.</p> <ul style="list-style-type: none"> • Circumference. Area. Composite circles. <p>Properties of Polygons and Angles</p> <ul style="list-style-type: none"> • Sum of angles in a triangle, apply to angles in any polygon • Properties of definitions of quadrilaterals and types of triangles. <p>Calculating with percentages</p> <ul style="list-style-type: none"> • Percentage increase, decrease and change. • Original value. Simple interest. <p>Statistical measures</p> <ul style="list-style-type: none"> • Mean, median, mode and range. • Types of data. Grouped data. Sampling. <p>Constructions and loci</p> <ul style="list-style-type: none"> • Standard ruler and compass constructions. Loci problems. <p>Probability</p> <ul style="list-style-type: none"> • Relative frequency. Venn diagrams. Tree diagrams. • Combined independent and dependent events. 	<p>Assessment 1 (Non-calculator)</p> <p>Assessment 2 (Calculator)</p>
Term 2	<p>Growth and Decay</p> <ul style="list-style-type: none"> • Compound interest. <p>Measures</p> <ul style="list-style-type: none"> • Limits of accuracy. Standard units (m, m², m³, kg, s, £ etc). • Metric units. Conversions. Density. Pressure. <p>Introduction to Trigonometry</p> <ul style="list-style-type: none"> • Trigonometric ratios. Finding angles and lengths in right angled triangles. Compare lengths using ratio notation. <p>Collecting and representing data</p> <ul style="list-style-type: none"> • Interpret and construct tables, charts and diagrams. • Graphical representations of discrete, continuous and grouped data. <p>Algebra recap and extension</p> <ul style="list-style-type: none"> • Review of formulae, identities, terms and factors. • Collect like terms. Expand and factorise in a single bracket. • Linear sequences. Solve equations. <p>Volume</p> <ul style="list-style-type: none"> • Cuboids. Prisms. Cylinders. Spheres. Cones. Pyramids. • Calculations with pi. • Lengths, areas and volumes using scale factors and ratio. 	<p>Assessment 3 (Calculator)</p> <p>Assessment 4 (Non-calculator)</p>
Term 3	<p>Algebra and graphs</p> <ul style="list-style-type: none"> • Approximate solutions from graphs. • Write algebraic expressions and formulas. <p>Quadratics, rearranging formula and identities</p> <ul style="list-style-type: none"> • Factorise quadratic expressions. Difference of two squares. • Laws of indices. Change the subject. • Equivalent expressions. Expressions as functions. <p>Quadratic graphs</p> <ul style="list-style-type: none"> • Recognise and sketch quadratic functions. Roots, intercepts and turning points. 	<p>Assessment 5 (Year 10 mock exam)</p>



YEAR 10 Core Course

Mathematics (Higher) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>In addition to the content in Foundation Tier, Higher tier will cover the following extra content.</p> <p>Circumference and area</p> <ul style="list-style-type: none"> • Surface area of spheres, cones and composite solids. • Calculate arc lengths, angles and areas of sectors of circles. <p>Statistical measures</p> <ul style="list-style-type: none"> • Inter-quartile range. <p>Quadratics, rearranging formula and identities</p> <ul style="list-style-type: none"> • Expand products of two binomials. <p>Solving quadratics</p> <ul style="list-style-type: none"> • Solve quadratic equations by factorising. • Derive an equation and solve the equation. <p>Growth and Decay</p> <ul style="list-style-type: none"> • Compound interest. Iterative processes <p>Surds</p> <ul style="list-style-type: none"> • Calculate with surds. Simplify surds. Rationalise denominators. Geometric progressions. 	<p>Assessment 1 (Non-calculator)</p> <p>Assessment 2 (Calculator)</p>
Term 2	<p>Basic Trigonometry</p> <ul style="list-style-type: none"> • Trigonometric ratios. Find angles and lengths in right angled triangles. Compare lengths using ratio notation. Know exact values of <i>sin</i>, <i>cos</i> and <i>tan</i>. <p>Sine and Cosine rules</p> <ul style="list-style-type: none"> • Know and apply the Sine rule and Cosine rule to find unknown lengths and angles. Find the area of non-right angled triangles. <p>Collecting and representing data</p> <ul style="list-style-type: none"> • Box plots. Histograms. Cumulative frequency graphs. <p>Equation of a circle</p> <ul style="list-style-type: none"> • Recognise and use the equation of a circle with the centre at the origin. Find the equation of a tangent to a circle at a given point. <p>Numerical methods</p> <ul style="list-style-type: none"> • Approximate solutions to equations using iteration. <p>Circle theorems</p> <ul style="list-style-type: none"> • Apply and prove standard circle theorems concerning angles. 	<p>Assessment 3 (Calculator)</p> <p>Assessment 4 (Non-calculator)</p>
Term 3	<p>Linear and Quadratic equations and their graphs</p> <ul style="list-style-type: none"> • Solve linear equations. • Find approximate solutions to quadratic from a graph. <p>Algebraic fractions</p> <ul style="list-style-type: none"> • Simplify and manipulate algebraic expressions involving algebraic fractions. <p>Simultaneous equations</p> <ul style="list-style-type: none"> • Solve two linear simultaneous equations. • Find approximate solutions using a graph. • Solve two simultaneous equations where one equation is quadratic. 	<p>Assessment 5 (Year 10 mock exam)</p>



YEAR 10 Options Course

Music BTEC

ACCREDITING AUTHORITY : Pearson

Term	Content	Assessment
Term 1	<p>Unit 1: Music Industry</p> <ul style="list-style-type: none"> • Venues. • Record Labels. • Employment patterns. • Contracts. • Organisations. • Jobs in the industry. • Exam preparation. <p>Unit 2: Managing a Music Product</p> <ul style="list-style-type: none"> • Assignment preparation work. 	<p>Assessment 1 (Exam question)</p>
Term 2	<p>Unit 2 Managing a Music Product</p> <ul style="list-style-type: none"> • BTEC Assignment. • Core unit. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Unit 2 Managing a Music Product</p> <ul style="list-style-type: none"> • Completion of assignment (resubmission opportunity). <p>Unit 7: Introduction to Music Sequencing (Logic Pro X)</p> <ul style="list-style-type: none"> • Note input and editing. • Looping. • Copy and Paste. • Digital Effects. <p>Unit 1: The Music Industry</p> <ul style="list-style-type: none"> • Exam content revision. • First attempt at BTEC Unit 1 exam. 	<p>Assessment 3 (Classwork)</p> <p>Pearson National exam (1st sitting)</p>



YEAR 10 Options Course

Music GCSE

ACCREDITING AUTHORITY : OCR

Year 9	Content	Assessment
Term 1	<p>Performance 1 (solo)</p> <ul style="list-style-type: none"> • Rehearsal techniques. • Monitoring progress and evaluating performance. <p>Performance 2 (Ensemble)</p> <ul style="list-style-type: none"> • Rehearsal techniques. • Monitoring progress and evaluating performance. <p>Developing Composition Techniques from Year 9</p> <ul style="list-style-type: none"> • Melody / Harmony. • Phrasing / Shape / Structure. • Analysis. <p>Areas Of Study</p> <ul style="list-style-type: none"> • The concerto through time. • Rhythms of the world. • Instruments. • History of music. • World music. • Rhythm /Melody dictation. 	<p>Assessment 1 (Recorded solo performance)</p> <p>Assessment 2: (Record ensemble performance)</p> <p>Assessment 3: (Listening exam, focus on concerto through time and rhythms of the world)</p>
Term 2	<p>Performance 2 (Ensemble)</p> <ul style="list-style-type: none"> • Rehearsal techniques and developing performance. • Monitoring progress and evaluating performance. <p>Developing Composition Techniques from Year 9</p> <ul style="list-style-type: none"> • Extension / additional Composition Ideas. • Phrasing / Shape / Structure. • Analysis. • Development of listening skills through composition. <p>Areas Of Study</p> <ul style="list-style-type: none"> • Music for screen (Film and Game music). • Conventions of pop. • Instruments and technology. • Development of composition techniques. • Rhythm /Melody dictation. 	<p>Assessment 4: (Record ensemble performance)</p> <p>Assessment 5: (Listening exam, focus on music for screen and conventions of pop)</p>
Term 3	<p>Performance 1 (solo)</p> <ul style="list-style-type: none"> • Advanced skills and developing Performance. • Monitoring progress. • Evaluating Performance. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Harmonising. • Part writing for multiple Instruments. • Completion of Final Y10 Composition <p>Revision</p> <ul style="list-style-type: none"> • Revision of all areas of study including 'mini' listening / assessed tasks. 	<p>Assessment 6 (Recorded solo performance)</p> <p>Assessment 7 (Full composition)</p> <p>Assessment 8 (Listening)</p>



YEAR 10 Core Course

Physical Education

	Content	Assessment
Term 1	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 1 (Head: reasons for a warm up and cool down)</p> <p>Practical Assessment in the activities taking place</p>
Term 2	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 2 (Hand: ways in which to beat an opponent under pressure and/or work collaboratively for the same goal).</p> <p>Practical Assessment in the activities taking place</p>
Term 3	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket Sports. 	<p>Assessment 3 (Heart: ways in which we can be healthier through activity and diet).</p> <p>Practical Assessment in the activities taking place</p>



YEAR 10 Options Course

Physical Education GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Physical training. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> • Applications of the principles of training. • Types of training- including an introduction to the analysis and evaluation task. • Types of training with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensity. • Considerations to prevent injury. • High altitude training and seasonal aspects. • Warming up and cooling down. • Coursework-Strengths • Coursework-Weaknesses • Coursework-Training session 	<p>Coursework ongoing</p> <p>Assessment 1 (Physical training test)</p> <p>Assessment 2 (of practical sports)</p>
Term 2	<p>Movement analysis. The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • First, second and third class levers. Mechanical advantage. • Analysis of basic movements in sporting examples. • Planes and axes. • NEA-Coursework 	<p>Assessment 3 (Movement analysis test)</p> <p>Assessment 4 (of practical sports)</p>
Term 3	<p>Applied anatomy and physiology. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> • The pathway of air and gaseous exchange. Blood vessels. • Structure of the heart and the cardiac cycle (pathway of blood). • Cardiac output and stroke volume (including the effects of exercise). • Mechanics of breathing and interpretation of a spirometer trace. • Aerobic and anaerobic exercise. Recovery/EPOC. • The short and long term effects of exercise. 	<p>Assessment 5 (of practical sports)</p> <p>Assessment 6 (End of year exam)</p>



YEAR 10 Options Course

Photography GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Environment- 'Buildings'</p> <ul style="list-style-type: none"> • Buildings- 'Recording a Place'. • Research skills, collecting evidence of understanding of an artist's/photographer's intention. Writing opinions. • Skills and techniques in the darkroom with traditional practices. • Evaluation of own work. • Use of a Single Lens Reflex camera. • The importance of recording, through handwritten annotations. <p>Environment- 'Pinholes'</p> <ul style="list-style-type: none"> • Pinholes- 'Lens-less cameras & linking with history'. • Use of a lens-less cameras to create images. • Linking with the historical groundbreaking work of Henry Fox-Talbot and the contemporary experimental work of Justin Quinnell. • Research skills, collecting evidence of understanding of an artist's/photographer's intention. Writing opinions about the work of professionals. 	<p>Assessment 1</p> <p>Assessment 2</p>
Term 2	<p>Environment- 'Fragment'</p> <ul style="list-style-type: none"> • Fragment- 'Abstract'. • Research skills, collecting evidence of understanding of Ernst Haas' intention. Writing opinions about the work of Haas. • Skills and techniques in the darkroom with traditional practices. Reducing editing in the darkroom by selecting appropriate compositions during the photographing process. • Evaluation of own work. • Use of a Single Lens Reflex camera. • The importance of recording, through handwritten annotations. <p>Environment- 'Photograms'</p> <ul style="list-style-type: none"> • Photograms- 'Environments from Imagination'. • Research skills, collecting evidence of understanding of Man Ray's or Curtis Moffatt's intentions. Writing opinions about their work. • Skills and techniques in the darkroom with traditional practices. The production of creative images using the photogram process. • Evaluation of own work. • Use of enlargers in a creative manner. • The importance of recording, through handwritten annotations. • Using photographs from Fragment project to create advanced, innovative images combined with photogram techniques. 	<p>Assessment 3</p> <p>Assessment 4</p>
Term 3	<p>Project 3 - Mock Assignment</p> <ul style="list-style-type: none"> • The beginning of a project based on the previous year's externally set assignment. • Students choose one starting point and begin the process of researching and responding to chosen photographers and/or artists. 	<p>Assessment 5</p>



YEAR 10 Core Course

Science (Biology) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Bioenergetics</p> <ul style="list-style-type: none"> • Introducing aerobic respiration. • Aerobic respiration and economic importance. • The effect of exercise on the body. • Metabolism. <p>Infection and Response</p> <ul style="list-style-type: none"> • Lifestyle and causes of disease. • Cancer. • Pathogens. • Viral and bacterial diseases. • Fungal and protist disease, Malaria. • Fighting disease. • Vaccinations. • Antibiotics and painkillers. • Drug development. 	<p>Assessment 1</p>
Term 2	<p>Ecology</p> <ul style="list-style-type: none"> • Classification. • Communities. • Distribution of organisms. • The effect of biotic and abiotic factors on; distribution and competition,, expansion, adaptation. • Adaptation. • Quadrats and transect sampling techniques. • Feeding relationships. • The water cycle. • The carbon cycle. 	<p>Assessment 2</p> <p>Assessment 3</p>
Term 3	<p>Ecology (continued)</p> <ul style="list-style-type: none"> • The human population explosion. • Air pollution. • Water pollution. • Deforestation and peat destruction. • The impact of global warming and climate change. • Maintaining biodiversity. 	<p>Assessment 4 (Year 10 mock exam)</p>



YEAR 10 Core Course

Science (Chemistry) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Organic Chemistry</p> <ul style="list-style-type: none"> • Crude oil and alkanes. • Fractional distillation. • Combustion. • Cracking. <p>Chemistry of the Atmosphere</p> <ul style="list-style-type: none"> • The Earth's early atmosphere and evolution to the current atmosphere. • Greenhouse gases and human activity. • Expansion of climate change and carbon footprint. • Atmospheric pollutants. 	<p>Assessment 1</p>
Term 2	<p>Using Resources</p> <ul style="list-style-type: none"> • The use of resources and sustainable development. • Potable water and water quality. • Distilling salt from water. • Waste water treatment. • Alternative methods of extracting metals. • LCA's. • Reduce, reuse and recycle. 	<p>Assessment 2</p> <p>Assessment 3</p>
Term 3	<p>Structure and Bonding</p> <ul style="list-style-type: none"> • Electron arrangement and configuration. • Ionic bonding and structures. • Covalent bonding. • Simple molecular structures. • Macromolecules. Diamond and graphite. • Fullerenes and Buckminsterfullerene. • Metallic bonding and alloys. • States. 	<p>Assessment 4 (Year 10 mock exam)</p>



YEAR 10 Core Course

Science (Physics) GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Energy</p> <ul style="list-style-type: none"> • Energy stores. • Kinetic energy • Gravitational Potential and Elastic Potential energy. • Power and efficiency. • Specific heat capacity. $\Delta E = mc\Delta\theta$ • Thermal insulation and insulating buildings. • National and global energy resources. <p>Waves</p> <ul style="list-style-type: none"> • Transverse and longitudinal waves. • Properties of waves, frequency, amplitude, wavelength, period. $T=1/f$. • Wave speed. $v = f\lambda$ 	<p>Assessment 1</p>
Term 2	<p>Waves (continued)</p> <ul style="list-style-type: none"> • Types of electromagnetic waves. • Properties and uses of electromagnetic waves. <p>Magnetism and Electromagnetism</p> <ul style="list-style-type: none"> • Permanent and induced magnets. • Magnetic fields. • The motor effect. • Fleming's left hand rule. $F = BIl$ • Electric motors 	<p>Assessment 2</p> <p>Assessment 3</p>
Term 3	<p>Forces A</p> <ul style="list-style-type: none"> • Expansion on types of forces. • Work done. $W=Fs$ • Weight and mass. $W=mg$ • Resultant forces and resolution of forces. • Hooke's law. 	<p>Assessment 4 (Year 10 mock exam)</p>



YEAR 10 Options Course

Sport

ACCREDITING AUTHORITY : Edexcel

Year 10	Content	Assessment
Term 1	<p>Practical Sport</p> <ul style="list-style-type: none"> • The rules, regulations and scoring systems for selected sports. • Practically demonstrate skills, techniques and tactics in two selected sports. • Review sports performance. • Components of fitness appropriate for the sports performance. 	<p>Assessment 1 (Rounders theory coursework)</p> <p>Assessment 2 (Badminton logbooks)</p>
Term 2	<p>Practical Sport (continued)</p> <ul style="list-style-type: none"> • The rules, regulations and scoring systems for selected sports. • Practically demonstrate skills, techniques and tactics in two selected sports. • Review sports performance. • Components of fitness appropriate for the sports performance. 	<p>Assessment 3 (Badminton theory coursework)</p>
Term 3	<p>Fitness for Sport and Exercise</p> <ul style="list-style-type: none"> • Components of fitness and the principles of training. • Different fitness training methods. • Fitness testing to determine fitness levels. 	



YEAR 10 Core Course

Tutor time

	Content	Assessment
Term 1	Theme of the week <ul style="list-style-type: none"> • Employability. • British values: Democracy. • Stress. • Black history month. • Employability: Resilience. • Employability: Aspirational. • Remembrance. • Anti-bullying. • Employability: Co-operative. • British values: Respect. • British values: Individual liberties. • British values: Rule of law. • Advent. 	
Term 2	Theme of the week <ul style="list-style-type: none"> • Pride. • Employability: Self-assured. • Anti-drugs. • British values: Tolerance. • Employability: Experienced. • Cyber safety. • Eating disorder awareness. • World book day. • Employability: Accountable. • Opportunities. • Charity / Giving. • Challenge. 	
Term 3	Theme of the week <ul style="list-style-type: none"> • Employability: Achieving. • Moral. • Appreciation. • Mental health awareness. • Road safety. • Equality. • Employability: Informed and personal finance. • Hope. • Discovery. • ASPIRE. • Employability: Entrepreneurial. • Reflection. 	

