

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>An Inspector Calls'</b> - a GCSE English Literature text. Key Objective: 1) Understand the plot, characters, themes and context of the text 2) Analyse and remember key quotations to support their interpretation 3) Develop an analytical response to a question on 'An Inspector Calls'	<b>Conflict Poetry</b> - a GCSE English Literature text. Key Objective: 1) Understand the central message within each of the poems, linking the different poems on themes of conflict. 2) Analyse and remember key quotations within each poem to support their interpretation 3) Develop an analytical comparative response to a question encompassing the idea of conflict.	Macbeth' - a GCSE English Literature text. Key Objective: 1) Understand the plot, characters, themes and context of the text 2) Analyse and remember key quotations to support their interpretation 3) Develop an analytical response to a question on 'Macbeth'	Students will begin studying for the unseen poetry section of their English Literature GCSE. Key Objective: 1) Understand the central message within each of the poems. Be able to link different poems based on themes. 2) Identify and analyse key quotations within unseen poems to support their interpretation.	<b>The Strange Case of Dr Jekyll and Mr Hyde'</b> - a GCSE English Literature text. Key Objective: 1) Understand the plot, characters, themes and context of the text 2) Analyse and remember key quotations to support their interpretation 3) Develop an analytical response to a question on 'The Strange Case of Dr Jekyll and Mr Hyde'	<b>Non-Fiction Texts:</b> How to identify and analyse key language techniques within the texts to show how the writer creates interest. Students will need to compare a critical idea or theory within the texts. We will teach them how to create an opinion and develop their thoughts using evidence and analysis.
<b>Cross-Curricular Links</b>	History	History, RE	Drama	History, RE	Drama, History	
<b>RE</b>	<b>Creation</b> - Year 10 begin the year by examining the Christian Creation Story in the Bible. They look at Creation in Art, and its implications for humans. They look at it from fundamentalist, conservative and liberal perspectives.	<b>Incarnation</b> - Pupils have just learnt how Adam and Eve broke our relationship with God. They will now look at how Jesus restored our relationship with God. They also consider whether his morals are relevant in today's society.	<b>Triune God</b> - Now that pupils are familiar with the first two parts of the Trinity, they will look at it as a whole. They examine the Trinity in Music, the Creed, the Bible, the Magisterium and Baptism.	<b>Redemption</b> - As we approach Easter, pupils continue onto the Redemption unit. They examine the life, death and resurrection of Jesus. They will learn how this is reflected in Mass; specifically during the Eucharist and the Agnus Dei.	<b>Church and the Kingdom of God</b> - Pupils now learn Jesus is remembered today. They examine different places of Pilgrimage, as well as the Lord's Prayer and the variety of vocations that Catholics are encouraged to undertake.	<b>Eschatology</b> - The Catholic Christianity course ends with studying life after death, as well as the build-up to a person's death. Whether Euthanasia should be permitted, and how to conduct a funeral for an individual. They return to Christian Art by looking at Michelangelo's 'Last Judgement' painting.
<b>Cross-Curricular Links</b>	Art and Design	Art and Design (Year 12)				Art and Design
<b>PSHE</b>	<b>Healthy Relationships</b> - Students learn what factors make up a healthy relationship, how relationships can affect out social and emotional wellbeing, what exploitation and harassment are, what factors could lead to someone being exploited and what factors cause relationships to breakdown.	<b>Mental health</b> - Students learn how to manage changes during adolescence, how to reframe neagtive thinking, strategies to promote mental health, how to spot signs of mental ill-health and how to access support and treatment. How mental health is portrayed in the media.	<b>Financial decision making</b> - students learn how to budget effectively and saving options, how to prevent and manage debt, how credit data is stored, the dangers of gambling and the law surrounding financial activity including fraud.	<b>Sexuality and identity</b> - students learn about different types of relationships, different types of sexuality, the difference between sex and gender, different countries views on homosexuality, the dangers of pornography, the laws surrounding revenge porn and date rape.	<b>Active Citizenship</b> - students will explore what it means to be an active citizen, different types of citizenship actions, how to plan a citizenship project, how to assess the effectiveness of a citizenship project.	<b>Exploring Influence</b> - Students will learn about positive and negative role models, how to be a positive role model for their peers, the media's impact on the perception of gang culture, how alcohol and drugs our well-being and external environment.
<b>Cross-Curricular Links</b>		Drama	Business Studies	RE, Science	History, Drama	
<b>French</b>	<b>THEME 2</b> - Local, national, international and global areas of interest Talking about where you live and what you can do there, revising places in town and asking the way (interrogatives), discussing plans and the weather (using "si" clauses)	Talking about your town village or neighbourhood (using the comparative and superlative), describing a photo of your town (writing techniques). Talking about what you usually do on holiday (using the "nous" form of the verb), dealing with a hotel stay.	Talking about travelling, saying what you do and did on holiday (using the comparative, using perfect and present tenses together)	Ordering in a restaurant (using expressions with "avoir" and formal language), talking about holiday disasters (combining 3 time frames)	<b>THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT</b> Revising school subjects and talking about your timetable, giving opinions on school subjects and facilities, talking about your school and comparing schools in France and in the UK, discussing rules and healthy/unhealthy living.	Talking about school activities (recognising and using the imperfect tense), talking about successes at school (combining 3 time frames).
<b>Cross-Curricular Links</b>	Geography	Geography			PSHE	
<b>Spanish</b>	<b>THEME 1 - IDENTITY AND CULTURE</b> Talking about free-time activities (using stem-changing verbs), talking about TV programmes and films, talking about what you usually do (using "suelo" + infinitive)	Talking about what's trending (using the perfect tense). Discussing different types of entertainment (agreeing and disagreeing), talking about who inspires you (using the he/she form of the perfect tense)	<b>THEME 2</b> - Local, national, international and global areas of interest Talking about the places in a town or city (asking for and understanding directions), describing the features of a region (using "se" + infinitive)	Shopping for clothes and presents (using demonstrative adjectives), explaining preferences, talking about problems in a town (using "tan" and antonyms), describing a visit in the past (using "fui" + infinitive)	<b>THEME 1 - IDENTITY AND CULTURE</b> Describing mealtimes, talking about daily routine, talking about illnesses and injuries, asking for help at the pharmacy, talking about typical foods (using "me gusta" + infinitive)	Describing a special day (using reflexive verbs in the preterite), ordering in a restaurant, talking about a music festival (saying 'before' / 'after' doing) Using acabar de + infinitive

	intinitive), talking about sports (using the imperfect tense)		puede(n)", asking and responding to questions). Planning what to do (using the future tense and exclamations)	different tenses together)	gusta" / "me gustaria" and quantity expressions), comparing different festivals (using verbs in the 'we' and 'they' form)	
<b>Cross-Curricular Links</b>		PSHE	Geography			
<b>History</b>	<b>Origins of the Cold War, 1942- 58:</b> 1. How did ideological differences help bring about the Cold War and how did they affect attempts to reach agreement on how Europe should be governed? 2. How did the US-Soviet rivalry lead to the division of Europe into "two camps", 1947 - 49? 3. How did the development of the atomic bomb lead to an arms race?	<b>Cold War Crises, 1958 -75:</b> 1. How did tensions increase as a result of the Berlin, Cuba, and Czechoslovakia crises? 2. Why was the Berlin Wall built? 3. How did the Cuban Missile Crisis almost lead to nuclear destruction, and how did it come to an end? 4. How was Prague Springs crushed by the Soviet Union? 5. How did the above crises change US-Soviet relations?	End of the Cold War, 1970 - 91: By the end of this topic, students will be able to answer the following questions: 1. How did the USA and Soviet Union work together to reduce the threat of nuclear war in the 1970s? 2. How did the US-Soviet relations deteriorate into a "Second Cold War"? 3. How did Soviet control of Eastern Europe come to an end?	<b>Anglo-Saxon England and the Norman Conquest, 1060 - 66:</b> By the end of this topic, students will be able to answer the following questions: 1. How did the Anglo-Saxon society work? 2. Why was there a succession crisis after the death of Edward the Confessor? 3. How did Harold Godwinson become King of England? 4. What happened in 1066?	<b>William I in Power:</b> 1. How did the Normans gain control of England after 1066? 2. Why was there Anglo-Saxon resistance to the Normans, and what form did it take? 3. What were the consequences of Anglo-Saxon resistance on the way William ruled England? 4. Why did some of William's own men revolt against him in 1075.	<b>Norman England, 1066-68:</b> By the end of this topic, students will be able to answer the following questions: 1. How did the feudal system control England? 2. What changes did the Normans make to the Church? 3. What was the significance of Bishop Odo? 4. What happened after William I died?
<b>Cross-Curricular Links</b>			Science (Chernobyl Nucleur Disaster), Art and Design	KS3 History	KS3 History	KS3 History; Law
<b>Geography</b>	Human and Physical topics interleave between two terms. Term 1-2 physical= Coasts. Key processes reviewed and built upon with analytical skills from KS3. Analysis and evaluation of Holderness case study- which is built further upon at A-Level.	Human and physical topics interleave- Term 1-2 Human= Resource Management. Students gain awareness of key resources: Food, water and energy. Explain the distributions of these resources and evaluate strategies to improve supply.	Human and physical interleave. Physical= Rivers. Builds upon coastal knowledge and key concepts to apply to a different physical aspects of the UK. Builds new knowledge of the Banbury case study.	Human topic for term 3-4: Changing Economic World. Builds knowledge of development, specifically linked to the UK. Introduction of economic sectors and how development alters social structures. Addresses developments in society, such as the HS2 train service and how it aids the economy. New case study: Nigeria- links to oil and resources for development.	Fieldwork- Slough and Seaford. Build communication and teamwork skills. Analytical and data analysis skills.	Revision of human and physical topics- also linking back to year 9 learning.
<b>Cross-Curricular Links</b>		Food Nutrition, Science		Business Studies	Maths	
<b>Maths</b>	HIGHER: Linear inequalities,advanced algebra,quadratics FOUNDATION: Simultaneous equations,linear inequalities	HIGHER:Advanced statistical diagrams,powers,surds,bounds FOUNDATION:Percentages,direct and indirect proportion	HIGHER:Advanced probability, circle theorems FOUNDATION: Right angled triangles,probability	HIGHER:Proportion, Advanced trigonometry FOUNDATION:Non-linear graphs,advanced shapes	HIGHER:Advanced graphs, vector geometry FOUNDATION:Congruence	HIGHER:Proofs, Problem solving focus FOUNDATION:Revision,problem solving and review key topics for year 11
<b>Cross-Curricular Links</b>	Science	Geography, Business Studies	Product Design	Business Studies		Computer Science
<b>Biology</b>	B5 Communicable diseases Preventing and treating disease Non-communicable diseases	B6 B7				B10 Human Nervous system
<b>Cross-Curricular Links</b>						PE
	C3 Bonding summary and C4 chemical	C3 Bonding summary and C4 chemical	C6 Electrolysis C7	C8 Rate of reaction		

<b>Chemistry</b>	calculations (Trilogy) C5 Chemical changes	calculations Chemical changes C5	Chemical reactions reaction (Trilogy) C8 Rate of			
<b>Cross-Curricular Links</b>	Maths		Maths	Maths		
<b>Physics</b>		P4 Electrical circuits Electricity in the home P5 P6 Molecules and matter (Trilogy) P7 Radioactivity (Trilogy)	P6 Molecules and matter (SS) Radioactivity P7	P8 Forces in balance	P8 Forces in balance(SS) Motion and motion P9 P10 Force	
<b>Cross-Curricular Links</b>		Product Design		Product Design	Product Design, PE	
<b>Computer Science</b>	2.1 Algorithms * - To be able to write and recognise both searching and sorting algorithms including Bubble Sort, Merge Sort, Insertion Sort, Linear Search and Binary Search	2.2 Programming techniques - Understand the three main programming concepts – Iteration, Selection and Sequence, as well as SQL, Data Types	2.3 Producing robust programs – To be able to write programs in pseudocode to solve problems. This will include understanding systems life cycle and each element involved in it.	2.4 Computational logic – Students will know how to calculate Truth Tables from the three main logic gates, AND, OR, NOT	2.5 Translators and facilities of languages – Students will be able to identify and understand the difference between Low and High Level Programming.	
<b>Cross-Curricular Links</b>	Maths	Maths		Maths	Maths	
<b>ICT (Vocational)</b>	R082: Revision of R081 coursework elements for use in R082 (Mood boards, Mind Map and Work Plans) R082 coursework	R082: Coursework	R082: Completion of coursework - R085: Practice	R085 Completion of R085 practice - R085 coursework	R085 Coursework completion - Revision for R081 exam	R081 Revision for Exam + Sitting Exam
<b>Cross-Curricular Links</b>						
<b>Product Design</b>	Use of Equipment and materials, understanding the properties of materials. Sustainability and its links to materials	Pizza Cutter Projects - ergonomics. Exams style questions, linking to ACCESSFM, sustainability, materials.	Contextual Projects - in lead up to controlled assessment at the end of the year - analysis of brief, identifying problems and existing products	Continuation of Contextual Projects - specification, design and modelling - replicating controlled assessment model	Design Ventura Project	Beginning controlled assessment based on exam board questions and contexts provided. Analysis of brief, potential problems and clients, looking at existing products
<b>Cross-Curricular Links</b>		Geography, Science	Business Studies	Business Studies		
<b>Food Nutrition</b>	Students begin the year looking at specific diets and are then introduced to special dietary needs, quite often related to ill health. Practical kitchen work will reflect knowledge as students will be adapting	<b>Religious and ethical diets</b> Religious and ethical issues are explored and linked to diets and the considerations taken. When preparing, planning and cooking dishes, students will gain the ability to alter dishes to best suit the needs	<b>Diets &amp; adapting meals</b> Students will be linking their knowledge of the different special dietary requirements to energy needs and its links to fats and salt. Students will be tasked to make dishes	<b>Science of Food</b> Food science and the scientific background behind cooking and specific processes are explored this term. Different cooking methods and their impacts on food. This links back to	<b>Science of Food</b> -Rising, thickening and dissolving -Working characteristics of carbs, proteins, fats & oils -Preserving foods	Theory focus: -Food spoilage -Cross-contamination -Food poisoning -Food miles -Sustainability and security

	common dishes to best suit the needs of specific groups.	or certain customers.	suitable for individuals i.e. low fat, low sugar, high calorie (for an athlete) etc	hygiene, health and safety as well as bacteria growth in food and how to best kill toxins		-Packaging -Food processing Food choices: sensory perception
<b>Cross-Curricular Links</b>	Science, PE	RE	Science, PE, Child Development	Science	Science	
<b>GCSE PE</b>	4.1 Characteristics of skilful movement and classification of skills 4.2 Goal setting 4.3 Mental preparation 4.4 Types of guidance and feedback	Understand the influence of the media on the commercialisation of physical activity and sport. Understand the reasons why sports performers use drugs and the types of drugs and their effect on performance, with practical examples of these drugs in sport.	This topic area will teach you the three classes of lever and you will be able to apply examples from physical activity/sport to each class. Pupils need to know the planes of movement and axes of rotation and be able to apply examples from physical activity/sport to each.	The short-term and long-term effects of exercise on the cardiovascular and muscular systems and be able to apply the effects to examples from physical activity/sport. Pupils need to collect and use data relating to the effects of exercise.	Understand what is meant by health, fitness and well-being and understand the different health benefits of physical activity and consequences of a sedentary lifestyle. To be able to apply the above to different age groups and respond to data about health, fitness and well-being.	<b>NEA:</b> Analyse aspects of personal performance in a practical activity, evaluate the strengths and weaknesses of the performance, produce an action plan which aims to improve the quality and effectiveness of the performance.
<b>Cross-Curricular Links</b>		Science, PSHE	Science, Drama	Science	Food Nutrition, Science	
<b>Sports Science (Vocational)</b>	Unit 6 - Learning Aim - A.1, A.2, A.3. Topic A.1: Sports Leaders. Topic A.2: Attributes. Topic A.3: Responsibilities	Unit 6 - Learning Aim - B.1, B.2, B.3. Topic B.1: Sports activities. Topic B.2: Plan. Topic B.3: Lead	Unit 6 - Learning Aim - B.4, C.1, C.2. Topic B.4: Measures of success Topic C.1: Review. Topic C.2: Targets for development	Unit 2 - Learning Aim - A.1, A.2, A.3. Topic A.1 Rules (or laws). Topic A.2 Regulations. Topic A.3 Scoring systems	Unit 2 - Learning Aim - A.4, A.5, A.6, A.7. Topic A.4 Application of the rules/laws of sports in different situations. Topic A.5 Sports. Topic A.6 Roles of officials. Topic A.7 Responsibilities of officials	Unit 2 - Learning Aim - B1-11 - Practical. Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports
<b>Cross-Curricular Links</b>						
<b>Music</b>	Recovery skills: 1. Performance skills 1. 2. Composing with chords and tonality. 3. Total Recall - knowledge of keywords. 4. Auracy skills - Listening to Tonality.	1. Performance skills 2 - Solo performance assessment. 2. Auracy skills - reviewing instruments, identifying collections of instruments, identifying tempo, tonality and dynamics. 3.	1. Performance skills 3 - Solo Performance. 2. Composing techniques for melody. 3. Set Works listening - identifying genres. 4. Auracy - Hearing and developing textures.	1. Performance Skills - Ensemble performance. 2. Auracy and the musical elements review - identifying questions and writing about music in depth. 3. Set Works - Vocals. 4. Composition Projects	1. Performance Skills - Ensemble Performance 2 - Communicate with Auracy. 2. Writing about music - The set works. 3. Identifying Intervals and writing them down. 4. Composition 1 - The First Brief	1. Performance Assessment - Solo & Ensemble. 2. Composition 1 assessment to the criteria. 3. Listening Exam - Using the musical elements competently.
<b>Cross-Curricular Links</b>	Drama, English	Drama, Art, Geography	Tech/science, Drama, English	Drama	Drama, English, Science	Drama, English, Science
<b>Drama</b>	Workshops (OCR Spec)- students will workshop a range of stimulus from the OCR specification	Devised (exam) - Students will devise and perform their pieces (30% of the overall exam) This will be accompanied with a log book that is worth 40 marks. Assessed using OCR grading criteria	Devised (exam)- Students will devise and perform their pieces (30% of the overall exam) This will be accompanied with a log book that is worth 40 marks.	Presenting and Performing Texts - Students will complete a PPE of this unit (worth 30%) is will be assessed according to the OCR Spec	Blood Brothers: Looking at the text, plot, characters, themes and exam questions. Watching live theatre (section B) and analysing it.	Exam Prep: Section A (Blood Brothers) Section B (Live Theatre review)
<b>Cross-Curricular Links</b>	English, PE	English, PE	English	English	English	
<b>Art</b>	<b>Fractured Portraiture Board 2:</b> Artist research and image analysis, responding to artworks and generating own ideas, purposeful selection of materials. OUTCOME: 3x artist research with responses for each artist, 2 combined developments (AO1)	<b>Fractured Portraiture Board 2&amp;3:</b> Combining artworks together, developing own ideas through purposeful investigations of materials, techniques and processes. OUTCOME: Completed Board 2 with 3xA5 personal development artworks (AO1 & AO2)	<b>Fractured Portraiture Board 3:</b> Developing own ideas through purposeful investigations of materials, techniques and processes; this is a linear story of work OUTCOME: Completed board 3 of personal developments (artworks in theme using own ideas)	<b>Fractured Portraiture Board 4 &amp; Final Piece:</b> Consolidating ideas and concepts, planning and sketching, working on large scale art piece (Final Piece) OUTCOME: Completed board 4 of ideas Large scale Final Piece (realising intentions AO4)	<b>Habitats Board 1:</b> Photography, observational drawings, annotations, making connections between ideas and themes, collage OUTCOME:Photographs, mood board, 3 drawings, digital edits of photos, collage, drawing from collage	<b>Habitats Board 1&amp;2:</b> Painting and drawing in a variety of materials, printmaking (monoprinting), magnification. OUTCOME: 3 2 paintings, artist research and response work.
<b>Cross-Curricular</b>		Product Design	Product Design	Maths, Product Design	Computer Science, Product Design	

<b>Links</b>						
<b>Child Development</b>	LO1 Factors affecting the decision to have children. Preconceptual care, Male and female reproductive systems. R020 Types of play	LO1 Contraception and Conception. LO2 Antenatal care. R019 - Understand the equipment needs for 0-12month olds, R019 Understand the equipment needs for 1-5 yrs	LO2 Preparation for birth, LO3 postnatal care of mother and baby. R019 understand nutrition for 0-5year olds.	LO3 Postnatal provision, conditions for development. R019 investigate feeding solutions for 0-5 year olds	LO4 Recognise, manage and prevent childhood illnesses. R020 Developmental norms	LO5 child safety. R020 Plan a range of activities for a developmental area for a child 0-5 R020 Carry out and evaluate different play activities for a chosen developmental area for 0-5 year olds.
<b>Cross-Curricular Links</b>	Science		Science	Food Nutrition	Science	Product Design
<b>GCSE Business</b>	2.1 - The business growth and how businesses develop, Changing in aims and objectives, business & globalisation, ethics and environment. Students explore the impact of growing bigger and develop their understanding of Theme 1 topics.	2.2 - The Product (design mix, product life cycle), Price (pricing strategies), Promotion (promotion strategies), Place (distribution). Students explore how the marketing function impacts on a businesses performance and explore how marketing impacts the world around them as they are consumers and influenced by marketing.	2.3 - Students look at operations and how products are made, how suppliers play an important role in Business operations. Looking at the concept of quality and how a business needs to understand and develop quality to attract customers. Students will examine customer service and draw on their own experiences.	2.4 The financial aspect in terms of business calculations and interpreting data so students will need to make connections to Maths.	2.5 Students look at how businesses are organised and the HR function of the business. Looking at recruitment is important to make them more informed when they start to look for employment themselves when they leave school.	Review of Theme 2 and consolidating the learning of Theme 2 with a project.
<b>Cross-Curricular Links</b>		Product Design	Product Design	Maths		
<b>Vocational Business</b>	R064 LO6 - Functional areas of business. it links all the areas together and shows students how these areas are interdependent.	R064 exam preparation - Will sit OCR exam in January of Year 10 to allow them to retake if needs be.	R065 - Task 1 - market segmentation and customer profile. Controlled assessment task. Students will start their official project	R065 - Task 2 - Market research, sampling methods. questionnaire, research and research analysis	R065 - Task 3 - Project ideas and draft proposals to be submitted	R065 - Task 4 - Self & Peer assessment
<b>Cross-Curricular Links</b>				Product Design, Food Nutrition		