



# YEAR 10

## CURRICULUM GUIDE 23/24

---

**CRAMLINGTON**  
**LEARNING VILLAGE**



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING



# WELCOME TO YEAR 10

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subjects areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

# ART & DESIGN

## WINTER TERM

Students will begin their GCSE coursework with a series of skills based workshops starting with a project drawing the human figure. They will then complete a drawing project based on the theme of 'Tools'. They will investigate a range of dry and wet media, improve on their observational drawing skills and research artists who are inspired by Tools. They will explore and refine their skills in a wide range of techniques. They will all work on independent outcomes inspired by the processes and present their work creatively on display sheets.

## SPRING TERM

After half term the students will complete an in-depth painting and printmaking projects inspired by the theme of 'The Seaside'. This will greatly benefit their process and application skills with paint and print. Throughout their initial skills based projects, they will become familiar with the assessment objectives for GCSE art, and will need to explore the work of other artists, experiment with different techniques and record their ideas effectively as the project develops.

At half term, students will choose their extended project theme using a past exam paper and will be given a choice of seven themes. This project needs to meet all four assessment objectives and will form the main part of their 60% coursework.

## SUMMER TERM

Students will continue to work on their major personal project, increasingly using their own unique ideas as they develop their own personal response to the brief.

## WINTER TERM

Students begin work on the second Biology GCSE module (the first being studied in Year 10) called 'Organisation' which focuses on animal and plant tissues, organs and systems. In particular, we look in more depth at the digestive system, its structure and function and then unpack the workings of enzymes in the body. The module also covers other key mammalian organs such as the lungs and heart and considers what happens when these fail to function correctly by looking at certain diseases. We finish by studying plant organ systems and how substances are transported round plants.

## SPRING TERM

Students will begin work on the third module, 'Infection and response'. The unit covers communicable diseases caused by viruses, bacteria, fungi and protists. It also covers human defence systems, vaccination, and the discovery and development of drugs such as antibiotics and painkillers.

## SUMMER TERM

In the Summer term, students complete the 'Bioenergetics' module. This covers photosynthesis, the chemical reaction that occurs in the chloroplasts of plants, its rate of reaction and the uses of the glucose that it produces. The second part of the module focuses on aerobic and anaerobic respiration. We will look at how our body responds to exercise and metabolism.

# BUSINESS STUDIES

## WINTER TERM

Students start by looking at what makes a successful entrepreneur and the different forms of enterprise. They also learn how businesses are formed, how they grow and what their objectives are. There are lots of articles in the press at present looking at businesses merging and growing, these could also be pointed out and kept for students to bring into school.

Later in the term students study the marketing unit. This will look at topics such as market research and market segmentation. The marketing mix forms the bulk of this unit and considers who a business uses its brand image, pricing strategies, promotional methods and location to attract their target market. You can help by discussing your favourite brands and what attracts you to some retailers over others.

## SPRING TERM

Students will learn about the production process. They will learn about quality, stock control and how technology has affected production. Along with this they will also look at how sales and customer service are important within the operations of the business. Again talking about your experiences or talking about how products are made would be useful.

## SUMMER TERM

In the final term they learn about employees in business. They take part in the recruitment process and learn about pay, trade unions and how to motivate workers. You could help by sharing your experiences of the recruitment process, explain what motivates you and any experiences you may have had in a business. What would be particularly useful is sharing your knowledge of interview questions, methods of pay and trade unions.

## WINTER TERM

Students will cover AQA C2 (Structure and Bonding) and C3 (Quantitative chemistry). C2: We will look at the different types of chemical bonding (ionic, covalent and metallic) and the influence each bonding type has on the properties of a substance. We will also look at the emerging area of nanoscience. C3: Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions.

## SPRING TERM

C4: Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.

## SUMMER TERM

Students will cover AQA C5: Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.

AQA C6: Rates and Equilibria. Students will study the collision theory of chemical reactions and look at a range of methods used to follow rates of reactions. They will investigate factors which affect chemical reactions and the reasoning behind these factors. Students will also look at the concept of equilibria and how changing the conditions of a reversible reaction will affect the amount of products formed.

# COMBINED SCIENCE

## WINTER TERM

Students will complete the Biology module on Organisation (B2), the Chemistry modules on Bonding, structure, and the properties of matter (C2) and Chemical Changes (C4) and the Physics module on Electricity (P2).

## SPRING TERM

During this term students will complete the Biology module on Infection and Response (B3), the Chemistry module on Chemical Calculations (C3) and the Physics modules on the Particle Model of Matter (P3) and Atomic Structure (P4).

## SUMMER TERM

This term students will complete the Biology module on Bioenergetics (B4), the Chemistry modules on Energy Changes (C5) and the Physics module on Forces (P5).



# COMPUTER SCIENCE

## WINTER TERM

This term is all about beginning to learn the theory required to be successful in the 'Computer Systems' exam and developing computer programming skills using Python. The focus will be on computer hardware and how computers work. Students will start learning about secondary storage and how that works. We will start looking at how the primary memory inside a computer works called RAM and ROM. We will then move onto look at how the CPU the "Brain" of the computer works and controls the computer before looking at Binary conversion.

## SPRING TERM

Students will learn about Data Representation including how numbers, images and sound, are interpreted and represented by computers. They will also learn about networking and various challenges posed by external factors. Students will learn various networking topologies as well as many different network protocols. We will start to learn about what hardware is needed to build a network and what each device does. We will have a focus on developing skills in preparation for the twenty hour programming project.

## SUMMER TERM

Students will continue developing their technical knowledge of security issues in the computing world, particularly focusing on aspects such as networking attacks and identifying types of threats. Students will learn about encryption and firewalls as well as 'brute force' attacks and DOS attacks. We also look at physical security and how this can help keep data and systems secure.

# DESIGN TECHNOLOGY

## WINTER TERM

During the first term on this new Design Technology course students will work on a range of enquiries into materials and how they are used within the world of Design and Engineering. They will be immersed in the world of materials from wood to SMART glass and they will learn about how materials improve the way we live. Whether they want to be an architect, fashion designer, marketing manager or set designer etc. students will begin to understand how materials affect our design proposals.

This work will form an important introduction to the course but more importantly it will provide them with high quality revision materials that will be essential to them in the exam (50% of the final grade) in YrII.

## SPRING TERM

During the second term students will be introduced to the NEA and we will study the content of this coursework unit. The examination provide three context for the students to choose from so that they are able to design and make a product that they are personally interested in. In this first section, the students will be analysing the work of designers and they will decide which area of design they would like to focus their NEA on. They will carry out detailed and comprehensive research studies using both primary and secondary methods.

## SUMMER TERM

In this third term students will continue with the 'Non Examined Unit' (NEA/coursework) which is worth 50% of their final grade.

The examination board will set the theme for the challenge and they will design and make a product that fits into the context given. Students will be permitted to work in any material area they wish and through any context, for example may wish to focus upon architecture, fashion, furniture design etc. They will produce an electronic portfolio of work that contains research, design ideas and modelling.

Students will continue working on this until February half term in YrII.

# DIGITAL INFORMATION TECHNOLOGY (ICT)

## WINTER TERM

Component 1: Exploring User Interface Design Principles and Project Planning Techniques. Learners will develop their understanding of what makes an effective user interface for the point of human-computer interaction.

They will get the opportunity to develop a unique and appealing user interface.

They will also learn how to effectively manage a project to develop their time management skills, which are an important factor in the world of work.

Knowledge and skills learned in this component include planning techniques, design and creation of a prototype user interface.

The assessment of this component will take approximately 6 supervised hours to complete.

## SPRING TERM

Component 2: Collecting, Presenting and Interpreting Data. Data is an important commodity in the world today, used in industry, healthcare, sports and more. Learners will understand the characteristics of data and information and how they help organisations in decision making.

Learners will use data manipulation methods to create a dashboard that visually tracks, analyses and displays key information. The dashboard will be used to present and draw conclusions from information. Data manipulation methods learned in this component can potentially be carried forward into future employment.

The assessment of this component will take approximately 6 supervised hours to complete.

## SUMMER TERM

Learners will complete Component 2 and then begin preparing for their final assessment which is an exam lasting 1 hour 30 minutes (Component 3: Effective Digital Working Practices).

Component 3: Effective Digital Working Practices. Learners will explore how organisations use digital systems and the wider implications associated with their use. Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks.

The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims. The systems have also brought new challenges and a range of responsibilities.

Learners will understand how organisations can use technology safely and they will learn about cyber security issues when working in a digital organisation. Literacy and numeracy are also developed during the knowledge building process.

# ENGLISH

## WINTER TERM

Students will begin with an Introduction to GCSE - how to succeed in English Language and Literature. They will then begin English Language Component 1: 20th Century Prose and Narrative Writing. In this unit, students will analyse a modern prose extract and write a short story from a choice of four titles. They will then study a 19th Century Prose text, Charles Dickens' 'A Christmas Carol'. They will study characters, themes, historical contexts and look closely at language. This will prepare them for Section B of their Component 2 exam for English Literature where they will have around 50 minutes to complete an essay question worth 20% of the final grade.

## SPRING TERM

In Term 2, students will begin English Language Component 2: 19th/21st Century Non Fiction Reading. On this part of the exam, students will analyse and compare extracts from two non fiction texts. Following this, students will begin Non Fiction Writing, where they will produce transactional texts such as speeches, reports, letters, articles and reviews. Students will also begin the Spoken Language qualification, in which they will prepare and deliver a topical presentation.

## SUMMER TERM

In the Summer term, students will begin studying English Literature Components 1 and 2. Students will study an anthology of poetry from 1789- present day. They will explore theme, language, structure and poetic devices. As part of this, students will look at Unseen Poetry, in which they will write a short analysis of an unfamiliar poem. Finally, students will revise topic covered throughout the year and continue with preparation for the Spoken Language presentation.

# FOOD PREPARATION & NUTRITION

## WINTER TERM

Students will develop a deep understanding of a range of macro and micro nutrients. They will learn about the functions and sources of each nutrient, considering the effects on the body of excess and deficiency. This section is vital to prepare them for a coursework report in Year 11 (where they are expected to apply this knowledge) and also for the examination at the end of the course. Practical sessions will take place where appropriate.

## SPRING TERM

In this term students begin to understand key concepts in GCSE Food Preparation and Nutrition such as the Eatwell guide, food safety, cooking and food preparation, the relationship between diet and health, dietary needs of people with special diets and energy balance. This work is mainly written with some concepts and skills taught through practical tasks. Students will find themselves working individually to develop high level food preparation skills and also reflecting on their success via sensory analysis.

## SUMMER TERM

This term we will investigate food provenance and where food originates from. We will also look into the different ways food is processed and how food supplies can be protected so that everyone can have a supply of affordable, healthy and nutritious food. Practical activities will take place where appropriate.

# FRENCH

## WINTER TERM

In this term we begin the GCSE course with the topic of sport, which focuses on the use of present tense and re-capping the basic tenses from previous year of study. The following topic is 'New Technology', which aims to allow students to use their French skills so far within a modern context. There will be weekly Home Learning tasks set (either vocabulary learning or skills practice), and students are also encouraged to study independently using online resources and apps such as Duolingo.

Each topic will be assessed by exam style reading, writing, listening or speaking assessments, which will prepare them for their GCSE exam where each skill is worth 25% of their final grade.

## SPRING TERM

This term examines the topics of 'Me and My Family' and 'Customs and Festivals', we then move on to Theme 2, and the topic of 'Home and Region'. By this stage, students will be able to use writing and speaking skills to produce extended pieces of work, along with having improved listening skills through lessons and independent study.

## SUMMER TERM

The final term sees Year 10s tackle the topics of 'Holidays and Tourism'. At this stage, students should feel competent in all 4 skills along with translation skills in at least 3 tenses.

# GEOGRAPHY

## WINTER TERM

In the first term students begin their Geography course with a human geography topic titled Changing Cities; a module which investigates the growth of urban environments, the problems we get from this growth and how growth impacts High Income Countries in different ways to Low Income Countries. The module investigates Newcastle and compares the city to Mexico City, looking specifically at site, situation, global influences and management of the two cities. This module will finish with an assessment and we will move onto Global Development which will cross into the spring term.

## SPRING TERM

Global Development covers an overview of the causes and consequences of uneven development across the world and detailed case studies of challenges that affect a developing or emerging country. Similarly to last term, this module looks at the UK in comparison with another country, in this case India, as two different countries at different stages of development. This module will also finish with an assessment, where students will also be given an additional Changing Cities section to support recall and retention of knowledge. In this term, it is likely we will also start the next module: Resource Management.

## SUMMER TERM

Resource Management is all about the demands humans are putting on our planet with specific focus on energy use. We investigate why energy use is growing, where the biggest demands are coming from, the impacts of this and how we can manage our energy use sustainably. When we finish this module, there will be an assessment covering this and Global Development.

In the summer term, we also look at the Paper 3 component of our course, covering the topics of UK Challenges and Fieldwork. Students must complete two compulsory days of fieldwork, which we carry out in June/July where we will put our Geography fieldwork skills into practice, and look at a range of issues facing the UK such as climate and population changes.

# HEALTH & SOCIAL CARE

## WINTER & SPRING TERM

Component 1 – Human Lifespan Development. Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

You will learn about:

- Human growth and development across life stages.
- The factors that affect growth and development.
- Different types of life events.
- Coping with change caused by life events.

## SUMMER TERM

Component 2 – Health and Social Care Services and Values. Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care

You will learn about:

- The range of health and social care services that are provided to meet the needs of service users.
- The barriers that might prevent individuals from accessing services.
- How the barriers to accessing services can be overcome.
- Understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector.



## WINTER TERM

Students are studying Conflict and Tension 1894-1918 with a focus on the First World War. The course is divided into:

1. The causes of the First World War
2. Events of the First World War
3. The ending of the First World War

## SPRING TERM

Students are investigating Germany: 1890-1945, Democracy and dictatorship (Period study)

- Part one: Germany and the growth of democracy
- Part two: Germany and the Depression
- Part three: The experiences of Germans under the Nazis Wider world depth study

## SUMMER TERM

Students will be completing work on the Germany depth study and completing a mock exam on World War One and Germany. Students will also begin studying the Health and the People unit, which will appear on Paper 2.

## WINTER TERM

Component 1 - Exploring media products - Weighting: 30%

Aim: learn about the sector and investigate media products across the following sub-sectors:

- Audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- Publishing (newspapers, magazines, books, e-magazines, comics)
- Interactive (websites, mobile applications, mobile games, video games, online games).
- Assessment: internally assessed.

## SPRING TERM

Component 2 - Developing digital media production skills - Weighting: 30%

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

During Component 2, students will:

- Experiment with a variety of media production skills and techniques
- Apply the technical skills that they learn
- Reflect on their progress and use of skills, as well as how they could improve.

Assessment: internally assessed

## SUMMER TERM

Students will be developing technical skills and techniques:

- Producing a digital media product in response to a brief
- Digital editing including graphics and typography using production techniques and skills
- Reviewing and reflecting on the process and outcome

# MATHEMATICS

## WINTER TERM

Across the year all students will be given the opportunity to become problem solvers, logical thinkers and mathematical communicators. Year 10 will continue to follow the maths mastery scheme of learning to support their fluency and understanding. During the first term Foundation students will be getting to grips with topics such as linear equations, rearranging formulae, linear graphs, indices and standard form.

Higher students will also study quadratic nth term, expanding cubics, and surds.

## SPRING TERM

Foundation students will be developing their algebraic arguments and geometric reasoning, by studying the area and volume of 2D and 3D shapes, transformations, ratio and proportion, and trigonometry.

Additional areas of learning for Higher students includes studying negative enlargements, trigonometric graphs, and non-right angled trigonometry.

## SUMMER TERM

During the final term of Year 10 Foundation students will focus on the equivalency of, and calculating with, fractions, decimals and percentages. They will also study probability and statistics topics including tree diagrams and scatter graphs.

Higher students will additionally study recurring decimals, conditional probability, and histograms. GCSE assessments will be taken by all students each term.

# MEDIA

## WINTER TERM

Students will carousel through Skills Workshops to develop a sound understanding of the principals of Media and the key concepts. You will understand what media language is and how it is used. This includes workshops on genre, narrative, representation and audience theory. You will also develop some practical skills which will be relevant to your Practical Production project which could involve using specialist equipment and software such as HD cameras and editing programmes.

## SPRING TERM

Students will build on the media language analysis skills they have developed in Term I. Students will study a variety of set texts that they will need to understand deeply for the exams in Year II.

These include:

- Vogue Magazine and GQ Magazine front covers
- Luther
- Fortnite
- Pop Music Videos such as Taylor Swift and Justin Bieber.

## SUMMER TERM

Students will continue to develop Media skills in a variety of ways through practical workshops and lesson based tasks. There is lots of thinking and research to do. Ideally students need to be confident to share their ideas in discussion.

Students will complete a Production Project which is worth 30% of their grade. This starts in the summer term and is completed in the Winter term of Year II. It involves following the production process from generating ideas in relation to a given brief all the way through to researching, planning, the actual production itself involving taking original photos and editing.

Students produce a “Statement of Aims” which outlines what they aim to produce. The final outcome must meet these intentions as closely as possible in order to get the higher marks.

## WINTER TERM

The GCSE course combines the main disciplines of music; composing, performing and listening. During the first term students study:

- Ensemble Performance
- Solo Performance
- Elements of Music
- Music for Stage and Screen wider listening
- Music for Stage and Screen Set Works (Wicked and Star Wars)
- Free Composition.

Students are expected to practise their instrument as home learning and receive instrumental tuition.

## SPRING TERM

During Term 2 students will study:

- Solo Performance
- Ensemble Performance
- Vocal Music Wider Listening
- Vocal Music Set Works (Music For a While and Killer Queen)
- Unfamiliar Listening.

## SUMMER TERM

During Term 3 students will study:

- Fusions Wider Listening
- Fusions Set Works (Release and Samba Em Preludio)
- Solo Performance
- Ensemble Performance
- Revision in preparation for mock exam.

# PERFORMING ARTS

## WINTER TERM

In Term 1 students will start the course with some basic Getting to Know You Skills to establish teamwork, relationships and Drama room worth ethic. Following this they begin their Component 2.

The students will be exploring the styles of Naturalism and Physical Theatre which they will then reflect back on throughout the two years. Particular reference will be made to Stanislavski and Brecht - our key practitioners in these styles. The pupils will establish teamwork skills, the core terminology for the BTEC course and acclimatise themselves with the functionality of the program as it becomes even more practical and professional in tone.

## SPRING TERM

Following the completion of the skills acquisition for Component 2 the exam boards PSA (set brief) will be issued and our students will work on the delivery of a stylised or naturalistic performance which is a reflection of their term 1 lessons to date in adherence to the brief. This will contribute to their Component 2 awarding and will be accompanied by an evaluative personal progress reflection; also graded and contributing to the Unit awarding. The students will be graded against the BTEC criteria of: Developing skills and techniques in performance, applying these and reviewing their development.

The students will be devising and rehearsing their performance of a stylised or naturalistic performance which is a reflection of their term 1 lessons and rehearsal practice. This will contribute to their Component 2 awarding and will be accompanied by an evaluative personal progress reflection. Students will work closely with their groups to devise, create and direct their interpretation of a script and consequently appreciate the processes required of a theatre company.

## SUMMER TERM

In this final term of Year 10 students will begin their Component 1 which is based a selection of varying theatre/dance styles, the works that represent this and key people within the industry. The students will be looking closely at how the performing arts industry functions as a well-oiled machine, whilst appreciating their own efforts in the creative performance environment. They will explore the work of key practitioners, their powerful plays and intentions, whilst developing on the skills set they acquired in term 1 and term 2. The students will be able exploring some key styles in theatre and then completing a log that demonstrates their developed understanding of the industry. They will be graded and marked against the BTEC criteria which stipulates that they: examine professional performance work and explore the interrelationships between performance material. The students will be solely graded on their written aspect of this component but will be presenting practical work also.

# PHOTOGRAPHY

## WINTER TERM

Students will begin their GCSE coursework with a series of skills based workshops. Throughout their initial skills based projects, they will become familiar with the assessment objectives for GCSE, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as the project develops. Students will explore a range of basic camera and Photoshop techniques and skills to prepare them for their main coursework unit. They will have the opportunity to develop their photography skills and experiment with a range of techniques including digital photography, Photoshop and photo-collage. They will then begin their first project - 'Typology' which will be completed in the form of a digital portfolio using Google slides.

## SPRING TERM

Students will continue to refine and develop their photography skills through mini projects. These will include a practical photography project exploring the theme of 'Texture and Close up'. They will become familiar with the assessment objectives for GCSE Photography, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as their projects develop using a combination of both digital and physical image manipulation.

## SUMMER TERM

Students will complete their texture project' exploring more advanced photography and image manipulation techniques using their own unique ideas as they develop their own personal response to the brief. They will also choose their extended project theme using a past exam paper and will be given a choice of seven themes. This project needs to meet all four assessment objectives and will form the main part of their 60% coursework.

# PHYSICAL EDUCATION

## WINTER TERM

### Physical Training

The students will study a fitness and training module. Within this topic, students will learn about the components of fitness and why they are important for different sports. They will also study the principles and methods of training and how these are applied to create a successful training programme.

Students will also learn about hazards and risks in physical activity and training and the steps they can take to prevent injuries.

They will also begin their written coursework task - 'Analysing Performance', where they will look at their own sport in more detail. They will consider the skills and techniques required in that sport and be able to explain practices that can help improve an individual's performance. This will be filtered into lessons throughout Year 10.

## SPRING TERM

### Applied Anatomy and Physiology

Students will learn about the structure and function of the skeletal and muscular systems. They will look at how these systems work together to produce movement and will conduct movement analyses on various sporting actions.

Students will also examine the cardiovascular and respiratory systems and see how they contribute to effective sports performance.

The students will also be continuing with sections of their coursework, in particular the movement analysis section, where they can use their knowledge from the anatomy and physiology unit to provide a detailed examination of a particular skill within their chosen sport.

## SUMMER TERM

### Sports Psychology

Students will learn about the different types of skills in various sports and how to classify them. They will also look at how to set goals to improve performance. Mental preparation is also very important and students will learn about the different methods athletes use to develop their focus and concentration.

Students will also complete written coursework - Analysing and Evaluating performance.



## WINTER TERM

Students will cover AQA P2. This module is all about electricity. By the end of the module successful students will be able to:

- Design and interpret circuit diagrams
- Perform DC circuit calculations
- Present and analyse lab data from constructing their own circuit diagrams
- Understand how electricity is produced and delivered to homes through the national grid
- How to calculate their energy bills.
- Explain how static electricity is accumulated.

## SPRING TERM

Students will cover AQA P3. This module is all about the particle model of matter. By the end of the module successful students will be able to:

- Describe the behaviour of ideal gases
- Use the particle model to generate an understanding of the key differences between solids, liquids and gases
- Explain how energy changes can lead to changing states and changing temperatures

Students will also cover AQA P4. This module is all about atomic structure. By the end of the module successful students will be able to:

- Describe the structure of the atom and how the model of the atom has developed over time.
- Describe the properties of alpha, beta and gamma.
- Describe the hazards and uses of radioactive emissions and of background radiation

## SUMMER TERM

Students will cover AQA P5. This module is all about forces and motion. By the end of the module successful students will be able to:

- Describe the nature of contact and non-contact forces
- Describe how forces have an impact on the motion of objects
- Describe the motion of objects using motion graphs
- Use the equations of motion for constant acceleration.

## WINTER TERM

**Tutor Work:** Tutor work will begin by looking in to the many forms of discrimination and the definition of 'banter' to help students better understand the distinction between the two. They will also look at HBT (Homophobic, Biphobic and Transphobic bullying) as well as anti-social behaviour in a broader community perspective. This will then move on to looking at Physical Health incorporating topics of cannabis, gambling and the 'one punch' campaign looking at the effects of violence.

**Well Being Days:** Their first Well Being Day will look at careers and their futures with their second day focusing on the effects of alcohol and the impact this can have on social relationships as well as the physical implications.

## SPRING TERM

**Tutor Work:** Students will spend this term looking at what constitutes an unhealthy relationship looking particularly at managing unwanted attention. This will then move on to looking at first aid, food labelling, sugar swaps and screen time to help them to make positive choices around a range of daily activities.

**Well Being Days:** Their third Well Being Day will look at unhealthy relationships and their fourth Well Being Day will focus on health issues facing young people and our community.

## SUMMER TERM

**Tutor Work:** In this final term students will focus on British Values and contribute towards an environmental challenge to raise money to recycle plastic in school and create sustainable products. They will also cover topics of extremism, finance and anti-fraud strategies.

**Well Being Days:** Their final Well Being Day will focus on the issue of mental health as they prepare to begin their final year in the SLV.

# RELIGIOUS STUDIES

## WINTER TERM

**Religion, Peace and Conflict:** Conflict is a part of our world that we sometimes become far too used to seeing. The news reports on a regular basis about war, sometimes within a country and other times between nations yet always involving loss of life and destruction of cities. In this topic you will investigate the causes and effects of war and the merits of peaceful resolution of conflict including the organisations and individuals who work for peaceful resolution and who aim to support the victims. Is war a necessary evil? Can war be holy or just? Are some weapons unacceptable? Is war responsible for creating terrorism?

**Sikhism:** The Sikh religion began in India approximately five hundred years ago. Today Sikhs live all over the world and Sikhism is one of the religious traditions which is practiced in the UK. This topic will encourage you to develop your understanding about what the core beliefs of Sikhism are, including beliefs about God and what the right way to live is. You will also learn about the importance of the Sikh Gurus and the ways in which they encouraged equality shown today through the equality between men and women and the Sikh community's commitment to selfless service, known as sewa.

## SPRING TERM

**The Existence of God and Revelation:** Can the existence of God be proven? This is a question that has preoccupied philosophers for hundreds of years and continues to be debated among religious and non-religious people today. In this topic you will examine through a study of special and general revelation whether God can be known and will consider some of the most famous arguments for God's existence. Alongside considering the key aspects of each argument, will also be putting your own philosophical enquiry skills to the test as you evaluate the strengths and weaknesses of them all. You will finish the topic by investigating the ways in which science and evil present a challenge to belief in God.

**Buddhism:** Buddhism is an Indian religion that began about 2,500 years ago. It is a religion about suffering and the need to get rid of it. Buddhism is named after the title given to its founder, Siddhartha Gautama – the Buddha. This topic will encourage you to develop your understanding about what the core beliefs of Buddhism are, including beliefs about rebirth and what the right way to live is. You will also learn about the importance of the Buddha and the ways in which he encouraged a 'Middle Way' of life shown through his own rejection of wealth and teachings such as the Four Noble Truths and Eightfold Path.

## SUMMER TERM

**Religion, Human Rights and Social Justice:** The Religion, Human Rights and Social Justice topic will encourage you to develop your understanding of what is meant by human rights and why they are important to ensure social justice (a fair society). You will consider what can happen when human rights are ignored through an investigation into different types of prejudice and discrimination including race, religion and disability. As part of your studies you will consider what can be done to protect and help those who are victims of injustice, including religious perspectives. You will end the unit focusing on issues arising from wealth and poverty, analysing what causes poverty and how can we act as a world to stop it in the future.

# SPANISH

## WINTER TERM

1st half term - Lifestyle:- name, age, birthday and dates, family members including pets and descriptions. Some of this will be revision of year 9 work but detailed descriptions will be included as students become more confident. Students will also investigate some social issues that can affect families e.g conflicts in relationships, being on strike.... Revision of regular Present Tense verbs and some of the more important irregular verbs (4 main ones), immediate future, adjective agreement.

2nd half term - Technology:- emails, internet and mobiles. Students will also talk about pressures and problems. Revision of Future Tense (regular and irregular verbs) and past tenses.

## SPRING TERM

1st half term - Home and environment:- revision of house and rooms, daily routine, differences between weekly routine and weekend routines, including special occasions. Students will also cover town and neighbourhood and region. Revision of Reflexive verbs and Radical changing verbs  
Revision of Preterite Tense (regular and irregular verbs) Direction and location The different uses of the 2 verbs “to be” in Spanish (ser and estar)

2nd half term – Leisure – free time and the media –revision of leisure activities, TV programmes and genres of film. Students will write about their own hobbies and leisure activities with preferences. They will be able to describe a typical weekend as well as say what they do during the week to relax.

Eating out - revision of food and drink and healthy lifestyle.

## SUMMER TERM

1st half term - Work and education:- subjects, opinions, building and descriptions. Students will also talk about pressures and problems (homework, exams etc.). They will talk about jobs and future career plans. Revision of Future Tense (regular and irregular verbs).

2nd half term – Work and Education – current and future jobs, work experience, working hours and conditions.

# SPORTS STUDIES

## WINTER TERM

**Unit R185: Performance and leadership in sports activities.**

Students will develop their skills, techniques and use of tactics/ strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules. Students will review their own performance in a chosen sport.

**Unit R187: Students will explore provision for outdoor education, both locally and nationally.**

## SPRING TERM

**Unit R187: Students will continue to explore provision for outdoor education.** They will research the required skills and equipment needed to participate in an outdoor and adventurous activity. Students will plan and participate in an outdoor and adventurous activity before reviewing their performance

## SUMMER TERM

**Unit I85:** Students will begin a topic area in sports leadership, where they will develop the knowledge, understanding and practical skills required to be an effective sports leader. Students will plan, deliver and review a safe and effective sport session.

# TRAVEL & TOURISM

## WINTER TERM

Students will begin the year by looking at the appeal of different UK destinations. They will research and analyse a range of appeal factors and decide who they appeal to. Following this they will study the locations of key UK destinations and locate these on a map. The term ends with them planning holidays to UK destinations. All of this will be assessed in their first coursework assignment. Students will also look at the make up and components of the travel industry.

## SPRING TERM

Students will continue looking at the appeal of different UK destinations. They will research and analyse a range of appeal factors and decide who they appeal to. Following this they will study the locations of key UK destinations and locate these on a map. The term ends with them planning holidays to UK destinations. All of this will be assessed in their first coursework assignment. Students will also look at the make up and components of the travel industry.

The class will also complete their first controlled assessment in this term. This will be internally marked and externally moderated.

## SUMMER TERM

Students will begin the second unit of the course studying customer needs. They will be taught about different research methods and how travel organisations aim to meet different customer needs.



