

Year 10

Curriculum content and key assessments



Year 10 Options Course

Art & Design GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Organic Mechanic</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>Organic Mechanic (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, Mind map, Mood board. • 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

Awarding body: 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

Awarding body: OCR

	Content	Assessment
Term 1	<p>Understand the expected development norms from One to five years for developmental areas.</p> <ul style="list-style-type: none"> Explain physical, intellectual, and social developmental norms from birth to five years. <p>Understand the stages and types of play and how play benefits development.</p> <ul style="list-style-type: none"> Explain the types of play from birth to five years. Explain the stages of play from birth to five years. <p>Understand the benefits of play in relation to development.</p> <ul style="list-style-type: none"> Analyse different activities that support development <p>Understand observation and recording development of a child aged between birth to five years.</p> <ul style="list-style-type: none"> Explain the methods of observation. Explain the methods of recording. <p>Understand the planning and evaluation of play activities for children aged one to five years.</p> <ul style="list-style-type: none"> Plan play activities for chosen area of development. Evaluate plans for play activities. 	<p>Assessment 1 (OCR NEA Submission RO59)</p> <p>Assessment 2 (OCR NEA Submission RO59)</p>
Term 2	<p>Pre-conceptual health and reproduction</p> <ul style="list-style-type: none"> Factors affecting pre-conceptual health Types of contraction methods, their advantages and disadvantages The structures of the male and female reproductive system How reproduction takes place Signs and symptoms of pregnancy. <p>Antenatal care and preparation for birth</p> <ul style="list-style-type: none"> The purpose and importance of antenatal clinics and classes Screening and diagnostic tests The choices for delivery Role of partners in supporting mothers during birth The methods of pain relief Signs of labour The stages of labour and the physiological changes The methods of assisted birth 	<p>Assessment 3 (OCR assignment RO57)</p> <p>Assessment 4 (OCR assignment RO57)</p>
Term 3	<p>Postnatal check, postnatal care and the conditions for delivery</p> <ul style="list-style-type: none"> Postnatal checks on the baby immediately after birth Checks carried out on the baby within the first five days Postnatal care of the mother The development needs of children from birth to five years 	<p>Assessment 5 (OCR assignment submission RO57)</p>



Year 10 Options Course

Computer Science GCSE

Awarding body: 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 Networks. 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>Assessment 7 (Concerns test)</p> <p>Assessment 8 (End of year exam)</p>



Year 10 Options Course

Construction

Awarding body: 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 floors. • Types of wall construction. • Types of roof structure. • Information sources and site documentation. • Reading and producing drawings. 	<p>Assessment 1 (Term 1 content 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. • Job roles and responsibilities in construction. 	
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. • Joinery skills. 	<p>Assessment 2 (Practical test)</p>



Year 10 Options Course

Creative i-Media

Awarding body: OCR

	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. 	<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. • 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

Awarding body: AQA

	Content	Assessment
Term 1		
Term 2		
Term 3		



Year 10 Options Course

Design & Technology GCSE

Awarding body: 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 criterion. 	<p>Assessment 4 (End of year exam)</p>



Year 10 Options Course

Drama GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Content necessary for Component 1 exam.</p> <ul style="list-style-type: none"> To revise 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

Awarding body: WJEC

	Content	Assessment
Term 1	<p>Heat treatment techniques/material properties</p> <ul style="list-style-type: none"> • Physical properties of materials • Marking out. • Hand tools • Risk assessments. • Tolerances. • Heat treatment. <p>Secondary Machining/sustainable engineering</p> <ul style="list-style-type: none"> • Marking out. • Machining and measuring tools • Milling. • Risk assessments. • QA and QC. • Sustainability/Life cycle assessment 	<p>Assessment 1 (Unit 1 and Unit 3 knowledge and skills)</p>
Term 2	<p>Engineering drawings to BS8888</p> <ul style="list-style-type: none"> • Interpret standards symbols • Interpret engineering drawings • Produce engineering drawings to BS8888 <ul style="list-style-type: none"> ○ Orthographic projection ○ Isometric views ○ Exploded views ○ Sectional views <p>Mock Design Task</p> <ul style="list-style-type: none"> • Identify features of an engineered product • Generate design solutions • Produce a PDS • Application of mathematical techniques • Justifications of material and process selection 	<p>Assessment 2 (Unit 1 and Unit 2 knowledge and skills)</p>
Term 3	<p>Understanding the effects of Engineering achievements</p> <ul style="list-style-type: none"> • Structural design concepts • Mechanical design concepts • Electronics and smart technology • Investigating materials. <p>Mock Manufacturing Task</p> <ul style="list-style-type: none"> • Material and equipment selection • Planning and sequencing of processes • Applying engineering processes • Risk assessments. • Evaluation of processes 	<p>Assessment 3 (Unit 1 and Unit 3 knowledge and skills)</p>



Year 10 Core Course

English Language GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>English Language Paper 1 Creative Writing</p> <p>Using a range of texts as a springboard into revising key skills to describe and narrate.</p> <ul style="list-style-type: none"> 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 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 1 Section A 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"> 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 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

Awarding body: AQA

	Content	Assessment
Term 1	<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. 	<p>Assessment 1 (Paper 2 Section B)</p>
Term 2	<p>English Literature Paper 1</p> <p>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 2 (Paper 1 Section B)</p>
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 3 (Paper 2 Section C)</p> <p>Assessment 4 Year 10 Mock exam (Paper 2 Section A and B)</p>



Year 10 Options Course
Ethics and Philosophy GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Judaism Beliefs and Teachings</p> <ul style="list-style-type: none"> • Introduction and concepts. • Moses. • The Ten Commandments. • The Mitzvot. • The Mitzvot and Free Will. • Tikkun Olam. • Tzedakah. • Chessed. • Sanctity of Life. 	<p>Assessment 1 (Interim test)</p>
Term 2	<p>Judaism Beliefs and Teachings</p> <ul style="list-style-type: none"> • Abraham. • Covenants. • G-d as One • G-d as Lawgiver and Judge. • The Shekinah. • The Messiah. • The Afterlife. <p>Judaism Practices</p> <ul style="list-style-type: none"> • Shabbat. • Pesach. • Rosh Hashanah and Yom Kippur. • Dietary Law. • Brit Milah. • Marriage. • Bar and Bat Mitzvah. • Mourning for the dead. • The synagogue. • Jewish law. 	<p>Assessment 2 (Judaism Beliefs and Teachings test)</p> <p>Assessment 3 (Interim test)</p> <p>Assessment 4 (Judaism Practices test)</p>
Term 3	<p>Religion and Life</p> <ul style="list-style-type: none"> • Hospices. • Abortion. • Animal rights. • Medical experimentation on animals. • Creation and origins of the universe. • Evolution versus Intelligent Design. • Animals. • Human life, abortion, and euthanasia. • Death and the Afterlife. <p>Relationships</p> <ul style="list-style-type: none"> • Family and the purpose of family. • Roles of men and women. 	<p>Assessment 5 (Religion and Life test)</p> <p>Assessment 6</p>



- Gender Equality.
- Marriage.

(End of year exam)

Year 10 Options Course

Food Prep & Nutrition GCSE

Awarding body: AQA

	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 balanced diet. • Protein - high biological and low biological value. • Protein complementation's. • Carbohydrates - Sugar and complex. • Dietary fibre. • Fats and oils - Saturated and unsaturated. • Vitamins - Fat soluble, water soluble and minerals. <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>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, 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 Options Course

Geography GCSE

Awarding body: 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>Urban Issues and Challenges</p> <ul style="list-style-type: none"> The world's population living in urban areas. How urban growth creates opportunities and challenges for cities in LICs NEEs. <p>Hot Deserts</p> <ul style="list-style-type: none"> Characteristics of Hot Deserts. Challenges and opportunities Hot Deserts create. Desertification on the fringes of hot deserts. 	<p>Assessment 1 (Issue evaluation test)</p> <p>Assessment 2 (Urban Issues and Challenges test test)</p>
Term 2	<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>Urban Change in Nottingham</p> <ul style="list-style-type: none"> Urban change in Nottingham - the social, economic, environmental opportunities and challenges. How urban sustainability requires management of resources and transport. 	<p>Assessment 4 (River landscapes in the UK test)</p> <p>Assessment 5 (Urban change in Nottingham 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>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 6 (The challenge of resource management test)</p>



Year 10 Options Course

Hair & Beauty

Awarding body: VTCT

	Content	Assessment
Term 1	<p>Business and entrepreneurship in the hair and beauty sector</p> <p>This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.</p> <ul style="list-style-type: none"> Understand the structure and concept of hair and beauty businesses. Understand enterprise and entrepreneurship in the hair and beauty sector. <p>Understand marketing and its role in the promotion of hair and beauty products and services.</p>	<p>Assessment 1 (Knowledge test)</p>
Term 2	<p>Anatomy, physiology, and cosmetic science</p> <p>This unit will enable learners to develop knowledge and understanding of cosmetic industry, the role of the integumentary system and the development of hair and beauty products.</p> <ul style="list-style-type: none"> Understand the role of cosmetic ingredients. Understand the structure and function of the integumentary system. <p>Understand the development of hair and beauty products.</p>	<p>Assessment 2 (Knowledge test)</p>
Term 3	<p>Design in the hair and beauty sector</p> <p>This unit will enable learners to develop knowledge and understanding of the purpose, principles, and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective, and evaluative skills.</p> <ul style="list-style-type: none"> Understand design briefs in the hair and beauty sector. Know how to plan and develop a design brief project. Know how to present and review a design brief project. 	<p>Assessment 3 (Knowledge test)</p>



Year 10 Options Course

Health & Social Care

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Component 2</p> <ul style="list-style-type: none"> • The Skills and Values used in Health and Social Care • The attributes used in Health and Social Care • The benefits to individuals <p>Component 3</p> <ul style="list-style-type: none"> • Person centred approach to care • Physiological data and its affects 	<p>Assessment</p> <p>Attributes write up assessment.</p> <p>Assessment</p> <p>Component 3 exam questions</p>
Term 2	<p>Component 2</p> <ul style="list-style-type: none"> • Controlled assessment time on this unit. <p>Component 3</p> <ul style="list-style-type: none"> • Factors which impact and affect health. 	<p>Assessment</p> <p>Controlled assessment</p>
Term 3	<p>Component 1</p> <ul style="list-style-type: none"> • Revisit the life stages. • The life events people may experience and how these can impact growth and development. <p>Component 3</p> <ul style="list-style-type: none"> • Factors which impact and affect health. • Whole exam revision and technique. 	<p>Assessment</p> <p>Written assessment on life events</p> <p>Assessment</p> <p>Mini mock exam</p>

Year 10 Options Course

History GCSE

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Challenges to Elizabeth- home and abroad</p> <ul style="list-style-type: none"> • Topic 1 review lesson 	<p>Assessment 1</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. 	(Challenges to Elizabeth at home and abroad knowledge recall and exam skills)
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</p> <p>(Elizabethan society in the Age of Exploration knowledge recall and exam skills)</p> <p>Assessment 3</p> <p>(Early settlement knowledge recall and exam skills)</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. • Battle of Little Big Horn, Wounded Knee, and the Ghost dance movement. • Extermination of the buffalo. • Reservation life. • The Dawes Act. <p>Year 10 mock revision lessons</p> <ul style="list-style-type: none"> • Knowledge recall and exam skill lessons to support revision for the Year 10 mock. 	<p>Assessment 4</p> <p>(Development of settlement in the west recall and exam skills)</p> <p>Assessment 5</p> <p>(Changes in farming, the cattle industry and settlement recall and exam skills)</p> <p>Assessment 6</p> <p>(Year 10 Mock- Medicine Through Time)</p>

Year 10 Options Course
Hospitality & Catering

Awarding Body: WJEC

	Content	Assessment
Term 1	<p>Hospitality and Catering in Action</p> <ul style="list-style-type: none"> • Understanding importance of nutrition. • Macro Nutrients. 	



	<ul style="list-style-type: none"> • Micronutrients. • Impact of cooking methods on nutrients. • Life stages and nutrition required. <p>Practical skills and techniques</p> <ul style="list-style-type: none"> • Cooking methods. • Pastry. • Baking. • Poaching. • Boiling. 	<p>Assessment 1 (Understanding the importance of nutrition)</p>
Term 2	<p>Hospitality and Catering in Action</p> <ul style="list-style-type: none"> • Factors affecting menu planning • How to plan for production of dishes <p>Practical skills and techniques</p> <ul style="list-style-type: none"> • Knife skills, • Methods of cooking. • Baking. • Roasting. • Stir fry. 	<p>Assessment 2 (Factors affecting menu planning and how to plan production of two dishes)</p>
Term 3	<p>Skills, techniques of preparation, cooking and presentation of dishes</p> <ul style="list-style-type: none"> • Students to plan and prepare two dishes of choice • Meeting dietary ad life stage nutrient requirements <p>Evaluating and reviewing own performance</p> <ul style="list-style-type: none"> • Reviewing dishes presented • Skills and techniques used • Reviewing performance 	<p>Assessment 3 (Prepare and present two dishes to suit specific groups)</p>

Year 10 Options Course
Languages GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Holidays</p> <ul style="list-style-type: none"> • Activities on holiday. • Cultural activities and understanding. 	



	<ul style="list-style-type: none"> • Holidays past, present and future. • Future, perfect, and conditional tenses using en + gerund, comparatives, and superlatives. <p>Role play and asking questions Using pronouns, demonstrative adjectives.</p>	<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</p> <p>All skills test (Speaking test, Reading test, Listening test, Writing test)</p>

Year 10 Core Course
Maths GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Number</p> <ul style="list-style-type: none"> • Financial maths. 	



	<ul style="list-style-type: none"> Review percentages, rounding and estimation. Understand and apply upper and lower bounds. Units of measurements & compound units. Map and scale drawing. <i>Simplifying and rationalising surds. (HT only).</i> <p>Algebra: Quadratics</p> <ul style="list-style-type: none"> Review plotting graphs and substitution. Expand double brackets, <i>involving surds.</i> Factorise and solve quadratics, <i>including quadratics with a coefficient of x.</i> Plot quadratic graphs and identify key points. <i>Complete the square.</i> <i>Understand and use the quadratic formula.</i> <i>Solve quadratic inequalities and use set notation.</i> 	<p>Assessment 1 (Calculator test)</p> <p>Assessment 2 (Non - Calculator test)</p>
<p>Term 2</p>	<p>Geometry</p> <ul style="list-style-type: none"> Review cartesian coordinates and scale factors. Transformations (reflect, rotate, enlarge, translate). <i>Enlarge with negative scale factors.</i> <i>Combine transformations and invariance.</i> Know how to construct bisectors. Understand loci and the word equidistance. <p>Proportional Reasoning</p> <ul style="list-style-type: none"> Review gradient and Pythagoras. Construct and interpret real life graphs. Recognise graphs for direct and inverse proportion. Understand gradient as a rate of change. <i>Estimate the gradient of graphs.</i> <i>Calculate/estimate the area under graphs.</i> Trigonometry: apply and know the exact values. <i>Know and apply the Sine and Cosine rule.</i> <i>Apply trigonometry in 3D figures.</i> 	<p>Assessment 3 (Calculator test)</p>
<p>Term 3</p>	<p>Data</p> <ul style="list-style-type: none"> Review averages, scatter graphs, ratio, equations. Collect and represent data in charts and table, <i>including histograms and cumulative frequency.</i> <i>Draw and interpret box plots.</i> <i>Estimate averages from graphical representations.</i> <p>Geometry</p> <ul style="list-style-type: none"> Review angle facts and bearings. Angles in parallel lines and polygons. Area of a sector, Length of an arc. <i>Apply angle properties in geometrical proof.</i> <i>Apply and prove circle theorems.</i> 	<p>Assessment 4 (Non-calculator test)</p> <p>Assessment 5 Year 10 Mock Exam (non-calculator) Year 10 Mock Exam (calculator)</p>

Year 10 Options Course

Music GCSE

Awarding body: OCR

	<p>Content</p>	<p>Assessment</p>
<p>Term 1</p>	<p>Performance 1 (solo)</p> <ul style="list-style-type: none"> Rehearsal techniques. 	<p>Assessment 1 (Recorded solo performance)</p>



	<ul style="list-style-type: none"> 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 2: (Record ensemble performance)</p> <p>Assessment 3: (Listening exam, focus on concerto through time and rhythms of the world)</p>
<p>Term 2</p>	<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>
<p>Term 3</p>	<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>Assessment 6 (Recorded solo performance)</p> <p>Assessment 7 (Full composition)</p> <p>Assessment 8 (Listening)</p>

Year 10 Options Course
Music Technology

Awarding body: Pearson

	Content	Assessment
<p>Term 1</p>	<p>Unit 1: Music Industry</p> <ul style="list-style-type: none"> Venues. 	



	<ul style="list-style-type: none"> 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 Core Course
Personal Development Education

	Content	Assessment
Term 1	Term 1	



	<ul style="list-style-type: none"> • Teenage Mental Health: quashing stereotypes and building resilience. • Toxic masculinity and gender stereotypes. • Harmful Sexual Behaviours: rape and sexual harassment. • Relationships and forced marriage. • Cyber bullying. • Fertility and Conception. • Pregnancy and Options. 	
Term 2	<p>Term 2</p> <ul style="list-style-type: none"> • British Values: Subcultures in the UK. • Cyber Safety and the dark web. • Digital footprints. • The dangers of fake news. • Gambling awareness and addictive behaviours. • Sarah Everard and the treatment of women in the UK. 	
Term 3	<p>Term 3</p> <ul style="list-style-type: none"> • The Silent Emergency: Male Mental Health • Body confidence and self-esteem. • Hygiene, health, and self-checking. • First Aid and basic life support. • The impact of pornography on teenager body image and relationships. • Criminal Activity and Gang culture. 	

Year 10 Core Course Physical Education

	Content	Assessment
Term 1	A 6-week rotation of the following activities	



	<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 warmup 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

Awarding body: AQA

	Content	Assessment
Term 1	Physical training (The human body and movement in physical activity and sport)	Coursework ongoing



	<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>Assessment 1 (Physical training test)</p> <p>Assessment 2 (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"> • 1st, 2nd and 3rd 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 (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 (Practical sports)</p> <p>Assessment 6 (End of year exam)</p>

Year 10 Options Course

Photography GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Project 3 (Mock Assignment Coursework)</p> <ul style="list-style-type: none"> • Based on a previous externally set assignment. 	



	<ul style="list-style-type: none"> • Initial work. • Starting point selection. • Mood board. • Mind map. • Artist's selection and visual and written research. • Response to artists work and experiments in the style. • Presented final pieces and 4rs evaluation. • Development of research into a second related artist with visual responses. • Experiments relating to artist's work. 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (Coursework)</p>
Term 2	<ul style="list-style-type: none"> • Continued experiments relating to chosen artists. • Final pieces and 4rs evaluation. • Development of research into a third related artist with visual responses. • Experiments relating to artist's work. • Continued experiments relating to chosen artists. • Final pieces and 4rs evaluation. • Plans for synthesis of ideas including a drawn plan. • Students produce their own idea with experiments and final piece(s). • Evaluation. 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (Coursework)</p>
Term 3	<p>Project 3 (Mock Assignment Coursework (continued))</p> <p>Project 4 (Coursework)</p> <ul style="list-style-type: none"> • Based on a selection of broad titles • Students create their own project using the skills learned in project 3. • Students are expected to research, experiment, record visually and in other forms, and evaluate. 	<p>Assessment 5 (Coursework)</p> <p>Assessment 6 (Coursework)</p>

Year 10 Core Course
Religious Education

	Content	Assessment
Term 1	<p>Curriculum Content</p> <ul style="list-style-type: none"> • Toxic Masculinity. • Consent, rape, and sexual harassment. • Marriage. 	



	<ul style="list-style-type: none"> • Pregnancy. • Abortion and adoption. • Reproduction, fertility, and birth. • Fertility Treatment. <p>Pastoral Provision</p> <ul style="list-style-type: none"> • Cultural Diversity. • Holocaust Memorial Day. • Black History Month. • Charity. • Atonement. <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Kindness Day. • Winter Celebration. • Xmas Jumper Swap. 	
<p>Term 2</p>	<p>Curriculum Content</p> <ul style="list-style-type: none"> • Subcultures. • The Dark Web. • Gambling. • Sarah Everard and the treatment of women. <p>Pastoral Provision</p> <ul style="list-style-type: none"> • World Religion Day. • Faith. • Stewardship. <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Faith Day. • Spring Celebration. 	
<p>Term 3</p>	<p>Curriculum Content</p> <ul style="list-style-type: none"> • Gang culture and criminal organisations. • County lines. • Sexions (Contraception and safe sex). <p>Pastoral Provision</p> <ul style="list-style-type: none"> • LGBTQAI+ • Your community. <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • Pride. 	

Year 10 Core Course
Science (Biology) GCSE

Awarding body: AQA

	Content	Assessment
<p>Term 1</p>	<p>Cell division</p> <ul style="list-style-type: none"> • Mitosis. • Stem cells. 	



	<ul style="list-style-type: none"> • Therapeutic cloning. <p>Organs 2</p> <ul style="list-style-type: none"> • Digestive enzymes. • Factors affecting rate of enzyme-controlled reactions. • Aerobic respiration. • Anaerobic respiration. • Effects of exercise on the body. • Metabolism. <p>Communicable disease</p> <ul style="list-style-type: none"> • Viral and bacterial diseases. • Fungal and protist diseases. • Defences against pathogens. 	Assessment 1
Term 2	<p>Preventing and treating disease</p> <ul style="list-style-type: none"> • Vaccinations. • Antibiotics and painkillers. • Development of drugs. <p>Photosynthesis</p> <ul style="list-style-type: none"> • Testing a leaf for starch. • Factors affecting rate of photosynthesis. <p>Organising an ecosystem</p> <ul style="list-style-type: none"> • Food chains and feeding relationships. • The water cycle. • The carbon cycle. 	Assessment 2
Term 3	<p>Genetics and evolution</p> <ul style="list-style-type: none"> • Mutations. • Natural selection. • Antibiotic resistance. • Classification. • Extinction. • Fossils. <p>Reproduction</p> <ul style="list-style-type: none"> • DNA and the genome. • Meiosis. • Monohybrid inheritance. • Inherited diseases. • Embryo screening. <p>Human nervous system</p> <ul style="list-style-type: none"> • The nervous system. • The reflex arc. • Human reaction times. 	Assessment 3 (Year 10 mock exam)

Year 10 Core Course

Science (Chemistry) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Bonding</p> <ul style="list-style-type: none"> • Ionic bonding. • Covalent bonding. 	



	<ul style="list-style-type: none"> • Metallic bonding. • States of matter. <p>Crude oil as fuels</p> <ul style="list-style-type: none"> • Crude oil and alkanes. • Fractional distillation. • Combustion. • Cracking. <p>Earth's resources</p> <ul style="list-style-type: none"> • The use of resources and sustainable development. • Potable water and water quality. • Distilling salt from water. • Wastewater treatment. • Alternative methods of extracting metals. • LCA's. <p>Reduce, reuse, and recycle.</p>	Assessment 1
Term 2	<p>Chemical analysis</p> <ul style="list-style-type: none"> • Formulations. • Pure and impure substances. • Identification of common gases. <p>Rates of reaction - equilibrium</p> <ul style="list-style-type: none"> • Tangents. • Reversible reactions. • Dynamic equilibrium. • Le Chatelier's Principle. <p>Reactivity of metals and acids</p> <ul style="list-style-type: none"> • Reactivity series. • Acids and metals. • Reduction with carbon. 	Assessment 2
Term 3	<p>Reactivity of metals and acids (continued)</p> <ul style="list-style-type: none"> • pH scale. • Displacement reactions. • Making soluble salts. <p>Energy changes</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions. • Temperature changes. • Energy profile diagrams. • Bond making and breaking. 	Assessment 3 (Year 10 mock exam)

Year 10 Core Course Science (Physics) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Radioactivity</p> <ul style="list-style-type: none"> • Isotopes. • History of the atom. 	



	<ul style="list-style-type: none"> • Alpha, beta, and gamma radiation. • Background radiation and safety. • Decay equations. • Half-life. • Alexander Litvinenko. <p>Wave properties and EM spectrum</p> <ul style="list-style-type: none"> • Speed of sound. • Electromagnetic spectra. • Dangers of electromagnetic waves. • Infra-red. • Rays and reflection. 	Assessment 1
Term 2	<p>Electrical components</p> <ul style="list-style-type: none"> • Ohm’s Law. • Resistance. • Resistance of a wire. • Charge. • Current-Voltage graphs. <p>Electricity in the home</p> <ul style="list-style-type: none"> • AC and DC. • Power. • Energy transferred. 	Assessment 2
Term 3	<p>Molecules and matter</p> <ul style="list-style-type: none"> • Gas pressure. • Density. • Heat and temperature. • Latent heat. • Specific heat capacity. • Insulating the home. 	Assessment 3 (Year 10 mock exam)

Year 10 Options Course

Sport

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Learning outcome A (types and provision of sport)</p> <ul style="list-style-type: none"> • Types and providers of sport and physical activity. • Types, needs of sport and physical activity participants. • Barriers to participation in sport and physical activity. 	



	<ul style="list-style-type: none"> • Methods to address barriers to participation in sport and physical activity for different types of participants. <p>Learning outcome B (equipment and technology)</p> <ul style="list-style-type: none"> • Types of sports clothing and equipment required for participation in sport and physical activity. • Types of technology and their benefits to improve sport and physical activity participation and performance. • Limitations of technology in sport and physical activity. <p>Learning outcome C (preparing participants)</p> <ul style="list-style-type: none"> • Planning a warm-up. • Adapting a warm-up for different categories of participants and different types of physical activities. • Delivering a warm-up to prepare for physical activity. 	<p>Assessment 1 (Coursework-Preparing participants to take part in sport)</p>
Term 2	<p>Learning outcome A (different components of fitness)</p> <ul style="list-style-type: none"> • Components of physical fitness. • Components of skill-related fitness. <p>Learning outcome B (participation, the roles, and responsibilities of officials)</p> <ul style="list-style-type: none"> • Techniques, strategies, and fitness for different sports. • Officials in sport. • Rules and regulations in sports. <p>Learning outcome C (improving sporting technique)</p> <ul style="list-style-type: none"> • Planning drills and conditioned practices to develop participants sporting skills. • Drills to improve sporting performance. 	<p>Assessment 2 (Coursework - Taking part and improving participant performance)</p>
Term 3	<p>Learning outcome A (the importance of fitness)</p> <ul style="list-style-type: none"> • The importance of fitness for successful participation. • Fitness training principles. • Exercise intensity and how it can be determined. <p>Learning outcome B (fitness testing)</p> <ul style="list-style-type: none"> • Importance of fitness testing and requirements for administration of each fitness test. • Fitness test methods for physical fitness. • Fitness test methods for skill-related fitness. • Interpretation of fitness test results. <p>Learning outcome C (training methods)</p> <ul style="list-style-type: none"> • Requirements for different training methods. • Fitness training methods for physical fitness. • Fitness training methods for skill fitness. • Additional requirements for fitness training methods. • Provision for taking part in fitness training methods. • The effects of long-term fitness training on the body. <p>Learning outcome D (fitness training programmes)</p> <ul style="list-style-type: none"> • Personal information to aid fitness programme design. • Fitness programme design • Motivational techniques for fitness programming. 	

Year 10 Options Course

Textiles

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Unit 1 (Introduction to specialist Pathways in Art and Design - Internal assessment)</p>	



	<ul style="list-style-type: none"> • Researching a brief. • Observational drawings. • Primary research. • Secondary research. • Developing a theme. • Pencil / graphite experiments. • Paint experiments. • Wire sculptures. • Weaving / tapestry. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Unit 2 (Creative project in art and Design - External assessment)</p> <ul style="list-style-type: none"> • Theme and briefs set by the exam board. • 20 hours preparation time. • 10 hours practical exam. 	<p>Assessment 2 (Marked and then externally modified by exam board)</p>
Term 3	<p>Unit 1 (Introduction to specialist Pathways in Art and Design - Internal assessment)</p> <ul style="list-style-type: none"> • Half term - Completion of unit 1. <p>Unit 3 (Communicating ideas in 2D - Internal assessment)</p> <ul style="list-style-type: none"> • Researching a brief. • Primary research. • Secondary research. • Working with decorative Textile technique. • Resist dyeing methods. • Free machine embroidery. • Felting and embellishment. 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (End of year practical assessment)</p>

Year 10 Core Course
Tutor time

	Content	Assessment
Term 1	<p>Theme of the week</p> <ul style="list-style-type: none"> • Self-motivation. • Accountability. • Democracy. 	



	<ul style="list-style-type: none"> • Road safety. • Cultural diversity. • Black history. • On-line safety. • The rule of law. • Remembrance. • Anti-bullying. • Anti-drugs. • Positive attitudes. • Relationships. • Charity. 	
Term 2	<p>Theme of the week</p> <ul style="list-style-type: none"> • Co-operation. • Healthy lifestyles. • World religion day. • Holocaust remembrance. • Exploitation. • Mental health awareness. • Resilience. • World book day. • International women's day. • British science week. • Faith. • Anxiety. 	
Term 3	<p>Theme of the week</p> <ul style="list-style-type: none"> • Consent. • Stress. • Eco-schools. • Respect. • Informed personal finance. • Appreciation. • Volunteering in your community. • Pride month. • Prevention. • Aspirations. • Self-care. • Tolerance. • Individual liberties. • Achievement. 	

