

Year 10 Curriculum map 2023/2024

Click a subject Title to view the detailed Curriculum information for that subject.

English	Geography	Engineering Design	Psychology
Mathematics	History	Hospitality and Catering	Sociology
Science	French	Media Studies	ICT - Technical award
PSHCE	German	Music	Performing Arts -Technical Award
Citizenship	Art & Design	GCSE P.E	BTEC Health and Social Care
Computer Science	Business Studies	Photography	BTEC Sport

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>English</p> <p>Click here for main menu</p>	<p>ENGLISH LANGUAGE READING AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>ENGLISH LANGUAGE WRITING AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SPEAKING AND LISTENING AO7 Demonstrate presentation skills in a formal setting AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations AO9 Use spoken Standard English effectively in speeches and presentations.</p> <p>ENGLISH LITERATURE AO1 Read, understand and respond to texts. Students should be able to:</p>	<p>Shakespeare text: 'Macbeth' by William Shakespeare English Language: Paper 1, explorations in creative reading and writing (Sec. B focus)</p> <p>Students will begin their literature study chronologically, through the study of Shakespeare's 'Macbeth'. Students will view this text through the lens of not only a tragedy, but also as a didactic text that comments on the effect of power: an attribute they will experience in all facets of life. Students will gain an understanding of Shakespeare's brutal and justice driven society, in preparation for comparing this to Dickens' liberal view of redemption and forgiveness in term 2. Students will draw on Shakespeare's impressive use of imagery and structure to create their own effective descriptions and short narratives as part of the requirements of English Language Paper 1.</p> <p>Assessments Language Paper 1, Question 5.</p> <p>Literature Full extract based assessment.</p>	<p>19th century text: 'A Christmas Carol' by Charles Dickens English Language: Paper 1, explorations in creative reading and writing (Sec. A & B focus)</p> <p>Throughout this unit we intend to introduce students to another of their core GCSE texts, Dickens' 'A Christmas Carol', and provide them with the first opportunity to understand the demands of English Language Paper 1. Students will view Scrooge as an embodiment of the ignorant wealthy and develop their understanding of how writers continue to battle with injustice in society by using literature as a vehicle for social change and reform. By including Language Paper 1 within the same unit, students will draw on Dickens' unique style of writing as a basis for their own descriptive pieces, whilst 'ACC' will also form a basis of the analytical skills required for Section A of the exam.</p> <p>Assessments Language Paper 1, Section A.</p> <p>Literature Full extract based assessment.</p>	<p>Core text: 'An Inspector Calls' by JB Priestley English Language: Paper 2, writers' viewpoints and perspectives</p> <p>In the final unit of year 10, students will draw on their contextual knowledge of Victorian England through their term 2 study of 'A Christmas Carol' and apply this to Priestley's portrayal of the bourgeois Birling family. By placing this unit chronologically next to 'A Christmas Carol' we will encourage students to reflect on how the values, morals and economics of the Victorian era shaped the older generation in the Edwardian period that this play is set, whilst also encouraging them to reflect on the class impact that both World Wars had on society. Students will build on their understanding of how writers create texts with a didactic purpose and view Priestley as a writer who, like Dickens, uses art to promote alternative socialist values and expose the misery caused by capitalism. With a text that is so rich with contemporary debates surrounding responsibility, politics and social class, this unit will invite students to engage with Language Paper 2 skills.</p> <p>Assessments Mock examinations:</p>

	<ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>			<ul style="list-style-type: none">• English Literature Paper 1 (19th century and Shakespeare)• English Language Paper 1 <p>Full extract based assessment for AIC.</p>
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<p>Mathematics</p> <p>Click here for main menu</p>	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained 	<p><u>Foundation students</u></p> <p>Congruence, Similarity and enlargement</p> <p>Trigonometry</p> <p>Pythagoras</p> <p>Representing solutions of equations and inequalities</p> <p>Simultaneous equations</p> <p><u>Higher students</u></p> <p>Congruence, Similarity and enlargement</p> <p>Trigonometry</p> <p>Pythagoras</p> <p>Representing solutions of equations and inequalities</p> <p>Simultaneous equations</p>	<p><u>Foundation students</u></p> <p>Angles and bearings</p> <p>Working with circles</p> <p>Vectors</p> <p>Ratio and fractions</p> <p>Percentages and interest</p> <p>Probability</p> <p><u>Higher Students</u></p> <p>Angles and bearings</p> <p>Working with circles</p> <p>Vectors</p> <p>Ratio and fractions</p> <p>Percentages and interest</p> <p>Probability</p>	<p><u>Foundation students</u></p> <p>Calculating, representing and interpreting data</p> <p>Non- calculator methods</p> <p>Types of number and sequences</p> <p>Indices and roots</p> <p>Manipulating expressions</p> <p><u>Higher Students</u></p> <p>Calculating, representing and interpreting data</p> <p>Non- calculator methods</p> <p>Types of number and sequences</p> <p>Indices and roots</p> <p>Manipulating expressions</p>

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Science Click here for main menu	<p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> Scientific ideas Scientific techniques and procedures <p>AO2 Apply knowledge and understanding of:</p> <ul style="list-style-type: none"> Scientific ideas Scientific enquiry, techniques and procedures <p>AO3 Analyse information and ideas to:</p> <ul style="list-style-type: none"> Interpret and evaluate Make judgements and draw conclusions. Develop and improve experimental procedures. 	<p><u>Triple science</u></p> <p><u>Chemistry</u> C2.3 Properties of materials C3.1 Introducing chemical reactions</p> <p><u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P4.1 Magnets and magnetic fields P4.2 Using magnetism</p> <p><u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.</p> <p><u>Combined science</u></p> <p><u>Chemistry</u> C2.2 Bonding C2.3 Properties of materials C3.1 Introducing chemical reactions</p> <p><u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P3.3 Magnets and magnetic fields</p> <p><u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.</p>	<p><u>Triple science</u></p> <p><u>Chemistry</u> C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis</p> <p><u>Physics</u> P5.1 Waves behaviour P5.2 The EM spectrum P5.3 Wave interaction</p> <p><u>Combined science</u></p> <p><u>Chemistry</u> C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis</p> <p><u>Physics</u> P4.1 Waves behaviour P4.2 The EM spectrum P4.3 Radioactive emissions.</p>	<p><u>Triple science</u></p> <p><u>Biology</u> B4.1 Ecosystems B5.1 Inheritance</p> <p><u>Chemistry</u> C4.1 Predicting chemical reactions C4.2 Identifying the products of chemical reactions</p> <p><u>Combined science</u></p> <p><u>Biology</u> B4.1 Ecosystems B5.1 Inheritance</p> <p><u>Chemistry</u> C4.1 Predicting chemical reactions</p> <p>Pupils will be given an assessment at the end of each subject.</p> <p>Pupils will be given a summative test to assess their progress this term.</p>

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<p>PSHCE</p> <p>Click here for main menu</p>	<p>PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.</p>	<p>Personal Development (Form time):</p> <ul style="list-style-type: none"> Transition to KS4 Mental health Questioning identities Living in the wider world 	<p>Personal Development (Form time):</p> <ul style="list-style-type: none"> Families Relationships Mock exams 	<p>Personal Development (Form time):</p> <ul style="list-style-type: none"> Relationship & Sex Education (RSE) Role models Drug education The working World

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<p>Citizenship</p> <p>Click here for main menu</p>	<p>The lessons aim to foster students' awareness and understanding of Life in Modern Britain studying individual rights & responsibilities. The main goal is to focus on the students as individuals to help them personally develop the knowledge, skills and understanding to prepare them to play a full and active part of society. It also prepares students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.</p> <p>Students are encouraged to develop their skills and knowledge to explore political and social issues critically, to consider evidence, debate and make reasoned arguments. From this, students will begin to better their communication skills and improve their writing and speaking styles.</p> <p>Emerging Demonstrate knowledge and understanding of the topic area, concepts, terms, and issues.</p> <p>Secure Apply knowledge and understanding of the topic area, concepts, terms, and issues.</p> <p>Mastery Analyse and evaluate a range of evidence relating to the topic area, concepts, terms, and issues.</p>	<p>Topics covered include:</p> <p><u>Life in Modern Britain</u></p> <ol style="list-style-type: none"> 1. Mindfulness <p><u>Incorporating:</u></p> <ol style="list-style-type: none"> 2. Social Anxiety 3. Resilience 4. Self Esteem 5. Self Regulation 6. Sleep 7. Mindset <p>Mindfulness can help students to change the way they think and feel about their life experiences, especially stressful experiences</p>	<p>Topics covered include:</p> <p><u>Rights & Responsibilities</u></p> <ol style="list-style-type: none"> 1. Different Bodies & self examination 2. Body Shaming 3. Body piercing & Tattoos 4. Consent, rape & sex myths. 5. Positive Masculinity 6. Revenge porn 	<p>Topics covered include:</p> <p><u>Citizenship</u></p> <ol style="list-style-type: none"> 1. Binge drinking & safe sex 2. Sexual health/ contraception 3. Online Fraud/ Dark Web 4. Gambling 5. CPR 6. Post 16 options

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<p>Computer Science</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.</p> <p>AO2: Apply knowledge and understanding of key concepts and principles of computer science.</p> <p>AO3: Analyse problems in computational terms:</p> <ul style="list-style-type: none"> ● to make reasoned judgements ● to design, program, evaluate and refine solutions. 	<p>In the first term we will cover:</p> <ul style="list-style-type: none"> ● Data Representation <ul style="list-style-type: none"> ○ Binary & Hexadecimal ○ Images ○ Sound ● Fundamentals of algorithms ● Programming skills <ul style="list-style-type: none"> ○ We will introduce visual basic programming 	<p>In the spring we will cover:</p> <ul style="list-style-type: none"> ● Computer Systems <ul style="list-style-type: none"> ○ Logic gates ○ Systems Architecture ○ Operating systems ● Computer networking ● Cyber Security 	<p>We will spend the summer preparing for the mock exam, looking at databases, and developing our programming skills in visual basic.</p>

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<p>Geography</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions.</p>	<p>Paper 1: Living with the physical environment</p> <p>Section A: Tectonic and Weather Hazards Students study the structure of the Earth and plate boundaries before investigating two cases studies; the Chile 2010 and Nepal 2015 Earthquakes. Students will then study examples of extreme weather in the UK (Somerset floods 2014) and further afield (Typhoon Haiyan 2013). Students additionally discover how to monitor and predict both tectonic and climatic hazards and consider why people choose to live in hazardous areas.</p> <p>Paper 1: Living with the physical environment</p> <p>Section A: Climate Change Students will investigate evidence for climate change and learn the causes and effects of increased greenhouse gas concentrations in the atmosphere. Students will also consider how to adapt and mitigate against future climate change.</p>	<p>Paper 1: Living with the physical environment</p> <p>Section B: The Living World Students will be introduced to global biomes before focusing in depth on both Tropical Rainforests and Hot Deserts. Students will study an example of a small scale deciduous woodland ecosystem in the UK before concentrating on case studies of the Thar Desert and Amazon Rainforest. Students will consider plant and animal adaptations, opportunities and challenges with each biome and management strategies for a sustainable future.</p> <p>Paper 1: Living with the physical environment.</p> <p>Section C: Coastal Landscapes Students study the different types of waves. The coastal processes and their landforms. They study an example of a coastal area to show the different features. They then study the different types of coastal management and evaluate their effectiveness. This is linked into a case study.</p>	<p>Paper 1: Living with the physical environment</p> <p>Section C: Rivers Students will study the UK relief and geology. They will look at how the hydrological cycle links into the drainage basin. Students will learn the processes and landforms of the upper, middle and lower sections of the river. Students will then move onto causes, effects and solutions to flooding using a case study example.</p> <p>Paper 2: Challenges in the human environment</p> <p>Section A: Urban Challenge Students study the global pattern of urban change and the reasons for it. They then look at urban challenges through two case studies the UK and India. They then look at how we can make our urban areas more sustainable. uneven development: disparities in wealth and health, international migration.</p> <p>Paper 3: Geographical Application</p> <p>Section A: Fieldwork Students will complete both a coastal and urban investigation.</p>

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<p>History</p> <p>Click here for main menu</p>	<p>Edexcel 9-1 History</p> <p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Autumn term 1 and 2</p> <p><u>Paper 2 Superpower Rivalry</u></p> <p>Students will study:</p> <ul style="list-style-type: none"> ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary ● Czechoslovakia ● Cuban Missile Crisis ● Attempts to reduce tension ● Collapse of the USSR 	<p>Spring term 1 and 2</p> <p><u>Paper 2 Early Elizabethan England, 1558-88</u></p> <p>Students will study:</p> <ul style="list-style-type: none"> ● society and government, ● religion, ● Mary, Queen of Scots ● plots ● Spain and the Armada ● education ● leisure ● poverty ● discovery. 	<p>Summer term 1 and 2</p> <p><u>Paper 1 Medicine through time - Western Front</u></p> <p>Students will study:</p> <ul style="list-style-type: none"> ● Trenches ● Medical treatment ● New technologies

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<p>French</p> <p>Click here for main menu</p>	<p>Students will be able to:</p> <p>AO1: Listening Students will need to:</p> <ul style="list-style-type: none"> ● identify the overall message, key points, details and opinions ● deduce meaning from a variety of spoken texts ● recognise the relationship between past, present and future events ● recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate ● be able to answer questions, extract information, evaluate and draw conclusions. <p>AO2: Speaking Students will need to:</p> <ul style="list-style-type: none"> ● convey information and narrate events coherently and confidently, using and adapting language for different purposes ● speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate 	<p>Theme: Jours ordinaires, jours de fêtes (festivals, traditions and celebrations) including:</p> <ul style="list-style-type: none"> ● Describing your daily life ● Talking about food for special occasions ● Using polite language ● Describing family celebrations ● Describing festivals and traditions 	<p>Theme: De la ville à la campagne (town and countryside) Including:</p> <ul style="list-style-type: none"> ● Describing a region ● Talking about your town, village or district ● Discussing what to see and do ● Discussing plans and the weather ● Describing community projects <p>Theme: Le grand large (holidays) Including:</p> <ul style="list-style-type: none"> ● Talking about an ideal holiday ● Booking and reviewing hotels ● Ordering in a restaurant ● 	<p>Theme: Le grand large (holidays) Including:</p> <ul style="list-style-type: none"> ● Talking about travelling ● Buying souvenirs ● Talking about holiday disasters <p>Theme: Au collège (School) Including:</p> <ul style="list-style-type: none"> ● Talking about your school ● Comparing schools in the UK and French-speaking countries ● Discussing school rules ● Talking about getting the best out of school ● Talking about a school exchange

	<ul style="list-style-type: none">● use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events● make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view● use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of French <p>AO3 Reading Students will need to:</p> <ul style="list-style-type: none">● identify the overall message, key points, details and opinions in texts● deduce meaning from a variety of written texts● recognise the relationship between past, present and future events● understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning			
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	<ul style="list-style-type: none">● recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions <p>AO4: Writing Students will need to:</p> <ul style="list-style-type: none">● communicate effectively in writing for a variety of purposes across a range of specified contexts● write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events● manipulate the language, using and adapting a variety of structures and vocabulary with			
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	<p>increasing accuracy and fluency for new purposes, including using appropriate style and register</p> <ul style="list-style-type: none">• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince• translate sentences and short texts from English into the assessed language to convey key messages			
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<p>German</p> <p>Click here for main menu</p>	<p>Students will be able to:</p> <p>AO1: Listening Students will need to:</p> <ul style="list-style-type: none"> ● identify the overall message, key points, details and opinions ● deduce meaning from a variety of spoken texts ● recognise the relationship between past, present and future events ● recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate ● be able to answer questions, extract information, evaluate and draw conclusions. <p>AO2: Speaking Students will need to:</p> <ul style="list-style-type: none"> ● convey information and narrate events coherently and confidently, using and adapting language for different purposes ● speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate 	<p>Theme: Auf in die Schule! (Off to School) Including:</p> <ul style="list-style-type: none"> ● School subjects and clothes ● What you are and are not looking forward to at school this year ● Describing a school day ● Discussing school rules ● Learning about different types of German schools ● School exchanges and class trips ● Success and achievements at school <p>Theme: Zeit für Freizeit (Leisure) Including:</p> <ul style="list-style-type: none"> ● Discussing leisure activities ● Discussing reading habits ● Discussing music ● Discussing film and television 	<p>Theme: Zeit für Freizeit (Leisure) Including:</p> <ul style="list-style-type: none"> ● Discussing film and television ● Discussing sport ● Discussing celebrations and festivals <p>Theme: Menschliche Beziehungen (relationships) Including:</p> <ul style="list-style-type: none"> ● What makes a good friend ● Describing relationships ● Weekend activities ● Role models <p>Theme: Willkommen bir mir! (House and Home) Including:</p> <ul style="list-style-type: none"> ● Describing your home ● Talking about what you do on a typical day ● Discussing traditional German meals ● Discussing how and when you use social media and technology ● Discussing advantages and disadvantages of social media and technology 	<p>Theme: Ich liebe Wien! (I love Vienna) Local Area, Holiday and Travel including:</p> <ul style="list-style-type: none"> ● Describing methods of transport ● Discussing ways of travelling and buying train tickets ● Describing accommodation and associated problems ● Asking for and understanding directions to sights in Vienna ● Ordering at a restaurant ● Shopping for souvenirs ● Describing problems

	<ul style="list-style-type: none">• use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view• use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of German <p>AO3 Reading Students will need to:</p> <ul style="list-style-type: none">• identify the overall message, key points, details and opinions in texts• deduce meaning from a variety of written texts• recognise the relationship between past, present and future events• understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning			
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	<ul style="list-style-type: none">● recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions <p>AO4: Writing Students will need to:</p> <ul style="list-style-type: none">● communicate effectively in writing for a variety of purposes across a range of specified contexts● write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events● manipulate the language, using and adapting a variety of structures and vocabulary with			
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	<p>increasing accuracy and fluency for new purposes, including using appropriate style and register</p> <ul style="list-style-type: none">• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince• translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.			
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<p>Art</p> <p>Click here for main menu</p>	<p>https://www.eduqas.co.uk/media/ozv/it0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>Our KS4 curriculum in Art has been built to respond to the needs of the exam board assessment objectives of:</p> <p><u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Component 1: Portfolio 60%- Skills building project ‘Coastal Environments’ Students will be introduced to the course and complete 4 mini projects under the theme of ‘coastal environments’ covering <u>the 5 core specialist fine art areas: drawing, printmaking, painting and ceramics.</u></p> <p>The purpose of this is to <u>build students’ skills and knowledge using a wide range of different techniques, media and processes</u> in preparation for them to be able to have the toolkit to confidently and <u>independently</u> respond to their major project brief.</p> <p>Half term 1: Drawing & Printmaking students will take part in a series of teacher-led workshops that introduce them to various traditional and contemporary drawing and printmaking techniques underpinned by the formal elements of art.</p> <p>Students will be taught the fundamentals about presentation and the purpose of annotation/analysis in art.</p> <p>Half term 2: Printmaking & Painting students will learn about how reproductive printmaking was revolutionary for artist and thinkers before modern inventions such as cameras, scanners and copy machines. Students will learn the skills and techniques of mono printing (one of print) and lino printing (duplicate prints).</p>	<p>Component 1: Portfolio 60%- Major project Skills building project ‘Coastal Environments’</p> <p>Half term 1: Ceramics Students will expand on the knowledge learned in ks3, and learn more complex building and sculpting techniques and skills when using clay. Students will respond to 3D artists linking to their ‘coastal environments’ project.</p> <p>The project will be concluded with a 3D final outcome in the media of choice.</p> <p>Half term 2:</p> <p>Component 1: Portfolio 60%- Major project ‘Time’</p> <p>Students will research and develop their <u>own ideas into a concept</u> in response to the theme ‘Time’ and begin to explore ideas and artists that inspire them.</p>	<p>Component 1: Portfolio 60%- Major project ‘Time’ Term 3</p> <p>Student work will culminate in a <u>personal response to their artists</u> which will be created as part of the Year 5 mock exam series.</p> <p>Students will record from primary sources using drawing, photography, painting and other media and techniques</p> <p>This project will continue into year 11 where students will continue to develop their own personalised projects in more depth.</p>


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<p>Business Studies</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.</p>	<p>Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.</p> <p>Unit 1: Students will consider the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. They will also look at stakeholders in a business, the factors affecting a business' choice of location as well as the importance of business planning. Finally students will learn how a business can expand.</p>	<p>Unit 2: Students will learn about the importance of external influences on business and how businesses change in response to these influences. They will consider the effect of technology, ethics, and the state of the economy on businesses as well as the effect of globalisation, legislation and competition on business.</p>	<p>Unit 4: Human resources Students will understand the impact of different internal organisational structures, span of control, chain of command, layering and delegation. They will understand what is meant by centralization and decentralisation. Students will also look at recruitment and selection of employees. They will understand how to motivate a workforce and the benefits of motivated employees. They will look at the methods of training and be able to explain the benefits of different types of training employees.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Engineering Design</p> <p>Click here for main menu</p>	<p>R038: Students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design</p> <p>Students will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design.</p> <p>Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.</p> <p>R039: Students will learn how to develop techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.</p> <p>Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.</p> <p>R040: Students will learn how designers can quickly create and test models to develop a working prototype of a design.</p>	<p>Pupils will investigate different aspects of engineering design , different types of design strategies, communication and prototyping. Students will look at why and how they contribute towards an end product.</p> <p>This will be done through a project based around designing a torch.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> - Design strategies - Design Briefs and Specs - Market research - Product Analysis - Different modelling processes - Production methods - Safety Standards - Drawing methods - Evaluating - Testing 	<p>Pupils in this term will take a deep dive into drawing and computer aided design.</p> <p>This will be done by learning about:</p> <ul style="list-style-type: none"> - Orthographic drawing - Isometric drawing - Assembly drawing - Drawing for a design proposal - Cross sectional drawing - CAD Drawing - Rendering 	<p>Pupils will continue their learning by looking at dis assembly, virtual modelling and physical modelling.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Creating a dis assembly plan - Virtual modelling using: CAD software - Physical modelling using: <ul style="list-style-type: none"> - Cardboard - Blue foam - Electronics - Evaluating <p>They will complete their torch project and begin their modelling project by building a prototype of a Speaker dock.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
Hospitality & Catering Click here for main menu	<p>Unit 1 LO1 Understand the environment in which hospitality and catering providers operate. LO2 Understand how hospitality and catering provisions operate. LO3 Understand how hospitality and catering provision meets health and safety requirements. LO4 Know how food can cause ill health. LO5 Be able to propose hospitality and catering provision to meet specific requirements.</p> <p>Unit 1: The Hospitality and Catering Industry Externally assessed examination 40% There are no changes to the assessment of this unit.</p>	<p>Theory Unit 1: LO4 Know how food can cause ill health. Students should be aware of prior to cooking is food safety. Students will be aware of and be able to analyse, identify, explain or describe:</p> <ul style="list-style-type: none"> • Food-related causes of ill health. • Common types of food poisoning. • Symptoms of food induced ill health. • Food safety hazards in different situations. • Risks to food safety. • Control measures. • Food safety regulations. 	<p>Theory Unit 2: LO1 Understanding the importance of nutrition when planning meals. LO2 Understanding menu planning. Students will:</p> <ul style="list-style-type: none"> • Describe the functions of nutrients. • Compare the nutritional needs of specific groups. • Explain what happens if you don't have a balance diet. • Know how the different cooking methods impact on the nutritional value of foods. • Know the factors to consider when planning menus. • Be aware of environmental issues when cooking. • Explain how the dishes meet the customer needs. • Produce time plans for practical outcomes. • Be aware of how to 	<p>Theory Unit 1: LO1 Understand the environment in which hospitality and catering providers operate. Students will gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> • Describe the structure of the hospitality and catering industry. • Be aware of and be able to describe the job roles and working conditions. • Explain the factors affecting the success of providers. <p>LO5 Be able to propose hospitality and catering provision to meet specific requirements. Introduce students to this type of activity.</p>

			check ingredients are of good quality.	
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Subject	Objectives/End of year goals	Autumn	Spring	Summer
Media Studies Click here for main menu	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.</p> <p>A03: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Component 1 - Section A. Advertising and Magazines.</p> <p>Focus on media language and representation. Looking at the set texts from Quality Street, This Girl Can, Bond posters and magazine front covers of GQ and Pride.</p> <p>This is in preparation for section A of the exam (45 marks) 55 minutes advised time including 10 minutes to study the print-based resource.</p>	<p>Component 1 - Section A & B Section A - Newspapers.</p> <p>Section B. Radio (The Archers) Video Games (Fortnite) Film (No Time to Die) Newspapers (The Sun)</p> <p>Focus on media language, representation, audience and industry when looking at newspapers.</p> <p>For section B (35 minutes, 35 marks) Students will focus on audience and industry when analysing The Archers, Fortnite, The Sun and No Time to Die(12).</p>	<p>Component 3 - Coursework. (AO3)</p> <p>Students will complete a set brief based upon the creation of a moving image or print task. Students will be working individually and need to complete a short-written piece. (Statement of aims 250 words)</p> <p>Students will complete a short introduction linking their piece to the brief, target audience and genre of production. They will then use Adobe Photoshop or Premiere to complete the task in the summer term.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Music</p> <p> Ks4 lesson breakd...</p> <p>Click here for main menu</p>	<p>AO1 - Perform with technical control, expression and interpretation. Students will;</p> <ul style="list-style-type: none"> • Complete an assessed performance as a soloist. • Work as an ensemble to perform with classmates which will culminate in a public performance. <p>AO2 - Compose and develop musical ideas with technical control and coherence. Students will;</p> <ul style="list-style-type: none"> • Evaluate the compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating. • Students will produce mini compositions exploring a variety of styles and choose one to complete as a full length assessed piece. <p>AO3 - Demonstrate and apply musical knowledge. Students will;</p> <ul style="list-style-type: none"> • Take part in the analysis of specific set works and related repertoire. • Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. • Use ideas identified in analysis and apply them in a compositional setting. <p>AO4 - Use appraising skills to make evaluative and critical</p>	<p>Main assessment - Performance</p> <p>During term 1 students will complete an assessed solo performance.</p> <p>They will study the elements of music ensuring a basic understanding of a range of musical elements including how they can be manipulated and the language associated with them. They will complete short composition exercises linked to the elements to apply the knowledge they have acquired.</p> <p>The students will start looking at Purcell and exploring the main features and context of this set work.</p> <p>Students will also work as a class to complete a group performance that will be publicly exhibited at the Christmas concert.</p>	<p>Main assessment - Composition</p> <p>During term two students will complete a 'theme and variation' style composition where they will apply the knowledge of element manipulation that they explored in term one.</p> <p>Alongside the composition they will also study the set works Queen and Wicked building skills in analysis.</p>	<p>Main assessment - Analysis and written exam</p> <p>Students will continue to study the set works with the main focus being John Williams and Bach. During this they will focus on how to write longer answers, specifically using the AOS3 and AOS4 structure.</p> <p>During this term students will have a number of composition workshop style sessions looking at different genres of music to prepare for the 'free composition' coursework.</p>

judgements about music.

Students will;

- Listen to a wide variety of musical genres.
- Identify the use of musical elements.
- Be able to describe how the musical elements have been used.
- Be able to discuss the context in which music has been created.

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>GCSE P. E</p> <p>Click here for main menu</p>	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Component 1:</p> <p>Topic 1: Applied anatomy and physiology</p> <p>1.1 The structure and functions of the musculoskeletal system</p> <p>1.2 The structure and functions of the cardiorespiratory system</p> <p>1.3 Anaerobic and aerobic exercise</p> <p>1.4 The short- and long- term effects of exercise</p>	<p>Component 1:</p> <p>Topic 2: Movement analysis</p> <p>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</p> <p>2.2 Planes and axes of movement</p> <p>Topic 3: Physical training</p> <p>3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>3.3 The principles of training and their application to personal exercise/ training programmes</p> <p>3.4 The long-term effects of exercise</p> <p>3.5 How to optimise training and prevent injury</p> <p>3.6 Effective use of warm up and cool down</p>	<p>Component 1:</p> <p>Topic 4: Use of data</p> <p>4.1 Use of data</p> <p>Component 4:</p> <p>The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimize performance in physical activity and sport.</p> <p>The areas of content covered are:</p> <ul style="list-style-type: none"> - Aim and planning analysis - Carrying out and monitoring their PEP - Evaluation of data and programme. <p>Students must carry out their chosen method(s) of training over six to eight weeks, using appropriate principles of training to improve/optimize their performance.</p> <p>Students will be required to analyse the data gathered during their</p>

				<p>PEP, and evaluate it to show how their performance in their chosen activity has improved, as well as to make recommendations for further improvements/optimisation to their performance.</p>
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Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>BTEC Sport</p> <p>Click here for main menu</p>	<p>Assessment objectives</p> <p>AO1 Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences</p> <p>AO2 Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity</p> <p>AO3 Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity</p>	<p>Students will focus on Learning Aim A:</p> <p>A1 -</p> <ul style="list-style-type: none"> - Learners will investigate the body systems and how their structures provide functionality for sport and activity <p>A2 -</p> <ul style="list-style-type: none"> - Learners will explore how the body systems work together and the benefits of regular participation in sport and activity on each system <p>Students to complete coursework for all of the components in Learning Aim A.</p>	<p>Students will focus on Learning Aim B:</p> <p>B1 -</p> <ul style="list-style-type: none"> - Learners will explore the most common injuries that occur during sport and activity. They will consider the symptoms of these and how they may present for participants. <p>B2 -</p> <ul style="list-style-type: none"> - Learners will understand some of the causes of injury in sport and activity and how they could be prevented <p>B3 -</p> <ul style="list-style-type: none"> - Learners must understand how to manage common sporting injuries and their basic treatments, through the rehabilitation process to recovery. They will explore how technology can support the rehabilitation process. 	<p>Students will focus on Learning Aim</p> <p>C1 -</p> <ul style="list-style-type: none"> - Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate the impact of technology on participation. <p>C2 -</p> <ul style="list-style-type: none"> - Learners will develop an understanding of the benefits that technology can have on specific body systems. <p>C3 -</p> <ul style="list-style-type: none"> - Learners will develop an understanding of the limitations of technology <p>Students will complete coursework for all of the components in Learning Aim C</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Photography</p> <p>Click here for main menu</p>	<p>Eduqas https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Component 1: Portfolio 60%- Photography Fundamentals</p> <p>Half term 1: Camera Basics Students will learn the <u>DSLR camera basics</u> and complete mini skills based projects exploring <u>shutter speed, aperture, depth of field, ISO and focus</u> whilst <u>responding</u> and exploring how other artists use these techniques and skills in their own work.</p> <p>Introduction to digital editing Students will be introduced to <u>photoshop</u> and learn the fundamental tools and techniques to <u>enhance, crop and edit</u> their photographs.</p> <p>Half term 2: Light, Shadows and Reflections Students will learn how to use <u>studio and natural lighting techniques</u> and build and apply their knowledge of the fundamentals of photography using manual settings.</p> <p>Composition Rules Students will build on their prior knowledge of composition and become proficient in using <u>composition rules</u> when taking their photos and creating a <u>personal response</u> to a theme.</p>	<p>Component 1: Portfolio 60%- Major project 'Light, shadows and reflections'</p> <p>Half term 1: Manipulation Students will be introduced to their major project theme 'viewpoints' and <u>explore and respond to the work of other artists</u> who use different <u>physical and digital manipulation</u> techniques within the overarching theme 'light, shadow and reflections'.</p> <p>Half term 2: Students will continue to <u>build on their understanding of cameras, composition, light and dark and manipulation techniques.</u></p> <p>They will work through a range of tasks and <u>develop their own responses</u> using manipulation and their overarching theme 'viewpoints'.</p>	<p>Component 1: Portfolio 60%- Major project 'viewpoints'</p> <p>Students will develop their <u>own concept</u> in response to the theme 'light, shadows and reflections' and begin to explore ideas and artists that inspire them.</p> <p>Student work will culminate in a <u>personal response to their artists</u> which will be created as part of the Year 5 mock exam series.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Psychology</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Introduction to psychology: What it is, course overview, types of psychologist.</p> <p>Students will learn how we research people in psychology. and plan and conduct their own mini research projects. Content includes:</p> <p>Research methods - planning research independent, dependent and extraneous variables; writing hypotheses, strengths and weaknesses of psychological methods and experiment design, sampling methods, code of ethics, sources of bias</p> <p>Research methods: Analysing research Types of data; measures of central tendency, plotting results, drawing conclusions, evaluating results.</p> <p>Students will then be studying Criminal Psychology and examining evidence for whether criminal behaviour is innate or learned. Content includes: cultural definitions of crime; situational explanations for criminal behaviour, dispositional explanations (e.g. the 'criminal personality'); punishment and rehabilitation.</p> <p>As part of this they will start to look at the application of neuropsychology.</p>	<p>Students will be looking at the cognitive development of children and how they learn. Content includes: the development of the brain, Piaget's theory of cognitive development; Dweck's Growth Mindset theory; Willingham's learning theory and criticisms of learning styles; how this knowledge has been applied to education.</p> <p>Students will then move on to study memory. Content includes: encoding, storage, & retrieval of information, and the multi-store model of memory. Different types of memory and why we forget; techniques to improve our memory. Reconstructive memory and how memory can be incomplete or false. The effect of brain damage on memory. The application of memory to advertising.</p>	<p>Students will spend some time revising, refining exam technique and taking their first mock exams.</p> <p>Following this, they will be starting the sleep and dreaming topic. Content includes: the functions of sleep and benefits of sleep; circadian rhythms and regulating sleep. Types of insomnia and treatments; Freud, the unconscious mind and his interpretation of dreaming; the activation synthesis theory of dreams and brain activity during REM sleep.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Sociology</p> <p>Click here for main menu</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	<p>Unit: Sociological Perspectives</p> <p>Discuss debates within sociology including conflict versus consensus</p> <p>How have sociological ideas change over time?</p> <p>Unit: Families and Households</p> <p>How do family forms differ in the UK and within a global context?</p> <p>Why theorists disagree about the role of the family?</p> <p>How do the Rapoports explain family diversity?</p> <p>How do conjugal roles within the family differ over social class and culture?</p> <p>How have relationships changed within families?</p>	<p>Unit: Families and Households</p> <p>How can we evidence criticisms of families?</p> <p>What are the key changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structure?</p> <p>Unit : Education</p> <p>•What are the different views of the role and functions of education?</p> <p>How does education transmit societies norms and values?</p> <p>Is the education really meritocratic, or does it allow exploitation of the working classes</p>	<p>Unit : Education</p> <p>What factors have the most significant effect on educational achievement?</p> <p>How has legal reform led to the marketisation of schools?</p> <p>What is the influence of internal factors on academic outcome for different demographics?</p> <p>How does Willis evidence the existence of anti-school subcultures?</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>BTEC Health and Social care</p> <p>Click here for main menu</p>	<p>Component 1: Human Lifespan Development</p> <p>Component 2: Health and Social Care Services and Values</p>	<p>A1: Human growth and development across life stages.</p> <p>Development through the life stages and factors that affect this development.</p> <p>A2: Investigate how individuals deal with life events.</p> <p>Exploring life events and the support available to help individuals through these.</p> <p><u>Key Questions</u></p> <p>How do we measure development and why is this so important? Can factors that affect development be more significant at one life stage when compared to another</p> <p>Why do individuals cope differently to the same life event. Which support has the most significant impact in the long term?</p>	<p>B1 Understand the different types of health and social care services and barriers to accessing them.</p> <p>Investigating the structure of health care services across the UK Exploring the role of a range of health care services and social care services.</p> <p>B2 Barriers to accessing services Identifying barriers that prevent individuals from accessing services, and suggesting a range of strategies to overcome these.</p> <p><u>Key Questions</u></p> <p>Who monitors how effective services are, and can this influence a persons choice to use this? What influences whether a service is the most appropriate? Are all services available to everyone?</p> <p>How would limited access affect the PIES of individuals? Are there demographic explanations for the barriers that individuals face? What should be considered when organisations are deciding how to overcome these barriers?</p>	<p>B1 Investigate the Care Value base, and what this means for provision of health and social care services. Demonstrate care values and review own practice.</p> <p>B2 Reflect own practice in regards to demonstrating care values, using this to self evaluate and develop these skills further.</p> <p><u>Key Questions</u></p> <p>Why is a person centred approach crucial when promoting care values? What impact will meeting the care value standards have on the experience for service users, and the quality of service being provided?</p> <p>When reflecting back and comparing how you felt you did, with what your peer thought, did their view contradict yours? Why is continuous reflection and service user feedback important when delivering care to others?</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>ICT - Technical Award</p> <p>Click here for main menu</p>	<ul style="list-style-type: none"> How IT changes and adapts to fulfil the needs of organisations and individuals. Students will be able to interpret data and understand how it can be used in real life situations. Students will be able to apply their knowledge to a real life scenario or practical situation. 	<p>Functionality of hardware and software devices</p> <p>Students explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.</p> <p>Services provided by IT</p> <p>Students will learn how a variety of services across a number of different business environments helps improve the industry. Students will also look at how technology has changed and continues to change in order to improve our personal lives.</p>	<p>Why data must be fit for purpose</p> <p>Students will look at raw data, how it is collected and how it is processed. Students will then look at validating data to ensure that it is accurate.</p> <p>Data transfers</p> <p>Students will look at the different types of network topologies and protocols used to transfer data.</p> <p>Students will also look at the different types of wired and wireless connections.</p>	<p>Legal, ethical, moral impact of computers</p> <p>Students will investigate the potential problems with storing data on computers and the impact of data loss and breaches to GDPR.</p> <p>Students look at what cyber attacks are and the prevention methods.</p> <p>Environmental impact and our digital footprint</p> <p>Students look at the environmental impact of computers. They will also investigate the impact on society of people working from home more often and what impact that has on emerging technologies and people's mental health.</p> <p>They will also look at our digital footprint and the potential effects of social media posts and identity theft.</p>

Subject	Objectives/End of year goals	Autumn	Spring	Summer
<p>Performing Arts - Technical Award</p> <p>Click here for main menu</p>	<p>Focus - Component 1: Exploring the Performing Arts Performer or Production pathway available</p> <p>A Investigate how professional performance or production work is created</p> <p>B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p>	<p>Term 1</p> <p>Introduction to Performing Arts which will prepare students to examine a minimum of 3 professional works in relation to stylistic qualities, features, and influences. This term will give students a broad understanding of performance work and influences.</p> <p>This component will help students to understand the requirements of being a performer (in acting and/or design) across a range of performances and performance styles. Set texts studied:</p> <p>Everyone Is Talking About Jamie <i>“Woman In Black’ and Wicked.</i></p> <p>Elements such as roles, responsibilities and the application of relevant skills and techniques for each play will be explored. Students will broaden their knowledge through observing existing repertoire and by learning about the approaches of these professional works, and how these professionals create and influence performance material.</p>	<p>Term 2</p> <p>The Pearson Set Brief is released and students will prepare their coursework.</p> <p>Students will prepare to respond to the brief sent by the exam board.</p> <p>Students will then complete the Pearson Set brief under 12 hours supervised conditions where there will be a theme that they will need to consider in presenting their portfolios. These can include pictures, annotated drawings, vlogs, audio, video written and or a mixture of these. Students may take in to supervised time all their notes from previous work to support them in their response (under the supervised conditions)</p> <p>A For this component, learners are required to produce a professional portfolio work which covers both learning outcomes. The portfolio of work may include a range of evidence, such as video, written and/or audio commentary, presentations, scrap books, research journals, Blog or VLog. Evidence can be digital, or paper based.</p> <p>It is expected to be completed in response to the Pearson Set</p>	<p>Term 3</p> <p>Component 1 coursework is finalised and prepared for moderation.</p> <p>Students will then move to introducing them to the expectations of component 2 in year 11.</p> <p>Students will gain confidence in responding to a brief and learn about devising based on an exam brief as well as prepare for component 2 to stage a short play extract in the year ahead.</p> <p>Students will choose a potential range of scripted pieces that may be suitable. Students will stage an adapted extract of DNA set text and devise off the script to gain appreciation of both scripted and devising. Students will perform extracts to an invited audience to get feedback.</p>

			Brief and students must show their knowledge of Performing Arts gained in term 1 and 2. .	
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