

Subject <small>(No of lessons per week in brackets)</small>	Autumn Term Year 10		Spring Term Year 10		Summer Term Year 10	
English	GCSE Language Paper 1, Paper 2. Reading and writing co-taught to develop student’ ability to write in different genres for different audiences, purposes and with varying levels of formality. Materials used link thematically to the chosen literature texts. GCSE Literature Study of Shakespeare Text: Romeo & Juliet		GCSE Language Paper 1, Paper 2 Reading and writing co-taught to develop student’ ability to write in different genres for different audiences, purposes and with varying levels of formality. Materials used link thematically to the chosen literature texts. GCSE Literature Study of “Love and Relationships” anthology.		GCSE Language Paper 1, Paper 2 Reading and writing co-taught to develop student’ ability to write in different genres for different audiences, purposes and with varying levels of formality. Materials used link thematically to the chosen literature texts. Spoken Language formal presentation or debate for NEA assessment. GCSE Literature In this term, students will study the modern text (<i>Blood Brothers</i>)	
Drama <i>(5 per fortnight)</i>	Practical skills development		Component 1 (Devising) and written portfolio		Component 1 – teacher assessment Component 3 – set text	
Maths Foundation	<u>Set F</u> F04c Percentages F05 Equations & Inequalities F05c Sequences F07 Averages F06 Angles	<u>Set D and E</u> F07 Averages F08a Perimeter & Area F08b 3D Forms & Volume F09b Straight Line Graphs F09a Real Life Graphs F10 Transformations	<u>Set F</u> F11 Ratio F08b 3D Forms & Volume F09b Straight Line Graphs F10 Transformations F13a Probability	<u>Set D and E</u> F11 Ratio & Proportion F13 Probability F12 Pythagoras & Trigonometry	<u>Set F</u> F12 Pythagoras & Trigonometry F13b Probability F09a Real Life Graphs F08a Perimeter & Area	<u>Set D and E</u> F06 Angles F15 Plans & Elevations F14 Multiplicative Reasoning F15b Constructions, Loci & Bearings
Maths Higher	<u>Set C (Intermediate)</u> INT08 Perimeter, Area, Volume INT09 Graphs INT10 Transformations	<u>Set A and B</u> H05a Angles H05b Pythagoras & Trigonometry H06 Graphs H07a Perimeter. Area, Volume	<u>Set C (Intermediate)</u> INT11 Ratio & Proportion INT12 Pythagoras & Trigonometry INT13 Probability	<u>Set A and B</u> H07b 3D Forms & Volume H07c Accuracy & Bounds H08 Transformations H09a Quadratic & Simultaneous Equations H09b Inequalities	<u>Set C (Intermediate)</u> INT14 Multiplicative Reasoning INT15a Plans & Elevations INT15b Constructions, Loci & Bearings INT16a Quadratic Equations	<u>Set A and B</u> H09b Inequalities H10 Probability H11 Multiplicative Reasoning H08b Constructions, Loci & Bearings
Science (5 Per week plus 3 hours per fortnight for separate science)	<u>Biology</u> Organisation Infection and Response <u>Chemistry</u> Bonding and Structure Quantitative Chemistry <u>Physics</u> Energy Electricity		<u>Biology</u> Infection and Response Bioenergetics <u>Chemistry</u> Chemical Changes <u>Physics</u> Electricity Forces Part 1		<u>Biology</u> Ecology <u>Chemistry</u> Energy changes Rates of Reaction <u>Physics</u> Forces Part 2	
History <i>(5 per fortnight)</i>	<u><i>The USA: A Nation of Contrasts, 1910-1929</i></u> Key Question 1: <i>What were the causes of the economic boom experienced in the 1920s?</i> Key Question 2: <i>What factors led to the end of prosperity in 1929?</i> Key Question 3: <i>Why did immigration become such a major issue in American society?</i> Key Question 4: <i>Was America a country of religious and racial intolerance during this period?</i> Key Question 5: <i>Was the 1920s a decade of organised crime and corruption?</i> Key Question 6: <i>How did the lifestyle and status of women change during this period?</i> Key Question 7: <i>How did popular entertainment develop during this period?</i>		<u><i>The Elizabethan Age, 1558-1603</i></u> Key Question 1: <i>How successful was the government of Elizabeth I?</i> Key Question 2: <i>How did life differ for the rich and poor in Elizabethan times?</i> Key Question 3: <i>What were the most popular types of entertainment in Elizabethan times?</i> Key Question 4: <i>How successfully did Elizabeth deal with the problem of religion?</i> Key Question 5: <i>The Catholic threat Why were the Catholics such a serious threat to Elizabeth?</i> Key Question 6: <i>How much of a threat was the Spanish Armada?</i> Key Question 7: <i>Why did the Puritans become an increasing threat during Elizabeth’s reign?</i>		<u><i>Changes in Health and Medicine in Britain 500-today.</i></u> Key Question 1: <i>What have been the causes of illness and disease over time?</i> Key Question 2: <i>How effective were attempts to prevent illness and disease?</i> Key Question 3: <i>How have attempts to treat illness and disease changed over time?</i> Key Question 4: <i>How much progress has been made in medical knowledge over time?</i>	

Religious Studies (5 per fortnight)	Christianity Beliefs Christianity Practices	Christianity Practices Islam Beliefs	Islam Practices Theme A - Relationships
Geography (5 per fortnight)	Changing UK Landscapes Coastal Landscapes & Management	Eco-systems, Biodiversity & Management Changing UK Cities – Preston	Managing Global Resources UK Biomes – The Deciduous Woodland
Music (5 per fortnight)	Appraising: AOS1: Forms and Devices Composition Skills Ensemble Performance	Appraising: AOS3: Film Music – Sonority, Timbre, Tone, Dynamics Composition Skills Solo Performance	Appraising: AOS2: Music for Ensemble – Sonority & Texture Composition: Own Choice Solo Performance
GCSE PE (5 per fortnight)	Practical: Netball / Dance Theory: Engagement in, and the Commercialisation of Sport Ethical and Social Cultural issues	Practical: Badminton / Handball Theory: Sports Psychology and Health, Fitness and Well-Being	Practical: Athletics Theory: Components of Fitness, applying the principles of training, and Preventing injury in physical activity.
Computing (5 per fortnight)	SLR 1 – Systems Architecture and storage (Paper 1) SLR 2 – System Software (Paper 1) SLR 3 – Data Representation (Paper 1) Python Practise Basics (Practical)	SLR 3 – Data Representation (Paper 1) SLR 4 – Computer networks and protocols and layers (Paper 1) Python Advanced (Practical)	SLR 5 – Network and cyber security (Paper 1) SLR 6 – Ethical and environmental issues (Paper 1) Python Advanced (Practical)
Art (5 per fortnight)	Teacher led project : Natural Forms : Component 1 <ul style="list-style-type: none"> Investigating context / recording /photography Drawing / Media sampling workshop based learning : Wax resist / batik / stitch embellishments 	Teacher led project : Natural Forms : Component 1 <ul style="list-style-type: none"> A01 – Artists research – in depth study & SEMI analysis- Artist Laly Mille A04 - working towards outcome /sampling / planning outcome / producing outcome Extended Project started: (Beauty and Decay / Reflection / Distortion) Investigating context / recording / drawing / mood board	Extended Project continued: <ul style="list-style-type: none"> Recording/ photography / printmaking Artist research 1 - SEMI analysis recording / photography emulating / experimenting / workshop based learning and explorative lessons
German (5 per fortnight)	<u>School</u> School subjects and clothes Pencil case items What are you looking forward to next school year? School day School rules Phonics German school system Understanding a literary text School exchanges and class trips Success and achievement in school	<u>Free time and leisure activities/Family and relationships</u> Leisure activities Discussing reading habits Discussing music Film and television Sport in Switzerland Celebrations and festivals Describing photos Talking about what makes a good friend? Describing relationships Discussing weekend activities Role models Comparing your life as a child with your life now	<u>House, home, food and technology</u> Describing your house and home Food and drink items Meeting and greeting an exchange partner Applying the correct register of ‘du’ and ‘Sie’ Describing your home What you do on a typical day Traditional German meals Discussing how and when you use social media Discussing advantages and disadvantages of social media
French (5 per fortnight)	<u>Family and Friends</u> Talking about friends and what makes a good friend Revising places in the town and activities Talking about family relationships Making arrangements to go out Describing a night out with friends Talking about your life when you were younger Discussing role models	<u>Hobbies and entertainment/Celebrations</u> Talking about sport Talking about your life online Talking about books and reading Television programmes Actors and films Daily life Food for special occasions Family celebrations Festivals and traditions	<u>Town and local area</u> Describing a region Talking about where you live Talking about your town, village or district Discussing what to see and do Discussing plans and the weather Using the future to discuss plans Describing community projects

Life Skills <i>(1 per week)</i>	Transition to KS4. You and Your life. Your healthy body. Your healthy mind. <u>Statutory RE</u> In this unit, students study God through the lenses of theologians and psychologists.		You and your values. You and the law You AND your future. Statutory RE – MBR to plan	You and your relationships. Sexual relationships. Sexually explicit content online. Sexuality and gender identity. You and online bullying.
GCSE Dance <i>(5 per fortnight)</i>	Practical: Baseline technique and choreography testing. Image Choreography task. Theory: Physical and Expressive skills and safe practice in Dance. Theoretical knowledge of how to choreograph a dance.	Practical: Poem choreography task. Performance Trio task. Theory: Theoretical knowledge of how to choreograph a dance. A Linha Curva – Professional Work.		Practical: Individual choreography task. ‘AQA Set phrases’. Theory: A Linha Curva – Professional Work. Artificial Things – Professional Work.
Food Preparation and Nutrition <i>(5 per fortnight)</i>	GCSE Food preparation and nutrition AQA Planning for NEA2 Research/ technical skills GCSE Food preparation and nutrition AQA Mock NEA2 3-hour 3 dishes assessment			
Design & Technology <i>(5 per fortnight)</i>	Project One: E-Textiles <u>Material area:</u> Fabrics and Fibres NEA Focus: Section A&B Unit ONE: <u>Theory:</u> -Energy generation and storage -Systems approach to designing -New and emerging technologies	Project two: Up-Cycling <u>Material area:</u> Woods/ Polymers NEA Focus: Section C & D Unit ONE: <u>Theory:</u> - Impact on the Environment - Sustainability - Energy generation and Storage - Ecological and social footprint - Communication of ideas - The work of others Project Three: Jewellery <u>Material area:</u> Metals and Alloys/ Paper and board NEA Focus: Section E&F Unit ONE: <u>Theory:</u> CAD/CAM Surface treatments and finishes investigating primary and secondary data the work of others Testing & Evaluation		Project Four: Mini- Nea task User- Centred design task based on a contextual challenge <u>Unit TWO: Non–Examination assessment</u> Contextual challenges released by AQA on 1 st June Section A: Identifying & investigating design possibilities Section B: Producing a design brief & Specification

Health and Social Care <i>(5 per fortnight)</i>	Component 1: Understanding how human growth and development across life stages and the factors that affect it.	Component 1: Understanding how human growth and development across life stages and the factors that affect it. Component 2: Care services and barriers.	Component 2: Care services and barriers.
Photography <i>(5 per fortnight)</i>	Teacher Led Project : Component 1 : Natural Forms <ul style="list-style-type: none"> • Transition work from year 9 collected and assessed • Students are introduced to the concepts of Photography (7 elements of art / 8 principles of design) • Exploration of 'camera-less' photography • Websites and SharePoint skills established • Introduction to high-key and low-key photographers through SEMI analysis • Exploration of contact sheets / Shoot plans and Digital editing 	Teacher Led Project : Component 1 : Natural Forms : Continued <ul style="list-style-type: none"> • Further exploration of High key and flat lay photography • Continued artist / photographer research • Development of digital final outcomes / rotational symmetry • Development of physical final outcomes / explosion sketchbook / collage • Evaluation of topic 	Personal Project / Component 1 / Portraiture and Identity <ul style="list-style-type: none"> • Introduction to Portraiture through the sub genres including colour / distortion / fragmentation • Increasingly independent research into photographers using SEMI analysis • Exploration of experimental photography techniques (Colour Gels / Light drawing / Intentional Motion Blur • Summer Homework Project Set
BTEC Creative Media Production <i>(5 per fortnight)</i>	Component 1 - Exploring Media Products	Component 1 – Exploring Media Products – Summative Assessment (Internal) Component 2 -Developing Digital Media Production Skills	Component 2 -Developing Digital Media Production Skills