



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 10 Curriculum and Assessment Guidance for Pupils and Parents

2018 - 2019

Nurturing today's young people,
inspiring tomorrow's leaders.



Summary

Our aim at Eden Boys' School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to **aim** for the best possible standards in your studies; both **at home and in school**, as well as work to your **full potential in all your subjects**.

This summer, the reformed GCSEs in the new 9 - 1 grading were taken by pupils in English Language, English Literature, maths, geography, history, French, science and computer science. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. The reformed 9 - 1 GCSE courses have much more content and longer, tougher exams.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' – which replaced the old Grade 'C'.

As a result of these changes to GCSEs, we continue to refine our **new grading system** for all pupils – from Year 7 to Year 11. The new grades continue to be used to:

- **Set aspirational targets in every subject.**
- **Assess and grade your work in classwork, homework and in regular tests.**
- **Report on your progress in the report cards we send home every half-term.**

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'secure pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'strong pass' in the new GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

How will the new grading system affect each year group?

In September 2016, we introduced a new single grading system for all pupils. We continue to refine this in light of updated reforms. The information alongside explains how the new single grading system applies to you.

How the Grading System Works at KS4 (Years 9 - 11)

- 9 - 1 grades continue to be used – the highest possible grade is a Grade '9' and the lowest is a Grade '1'.
- You started each of your GCSE courses in Year 9.
- In each subject, a target is set for the end of the GCSE course.
- For each subject, the half-termly report card will predict what you will achieve at the end of the GCSE course.
- A Grade '5' is the minimum grade needed for a 'strong pass'.
- A Grade '6' is the minimum grade needed to study A Levels.
- Some A Level subjects may need a Grade '7'.

What grade is expected at the end of each year?

Based on your primary school results, progress in Year 9 and overall ability level at the end of Year 9, your target grade will be reviewed and you will be set a challenging target for each subject at the start of the year.

The chart below shows how you should progress from KS2 (SATS in Year 6) to KS4 (GCSE).

End of KS2 Fine Level (OLD)	'Old' GCSE Target	'New' GCSE Target
>5.8	Mid to High A*	9
5.7 - 5.8	High A / Low A*	8
5.4 - 5.6	Mid A	8
5.0 - 5.3	Low A	7
4.7 - 4.9	High B	6
4.4 - 4.6	Secure B	6
4.0 - 4.3	Low B	5
3.7 - 3.9	High C	5
3.4 - 3.6	Mid C	5
3.0 - 3.3	Low C	4
2.0 - 2.9	D	3
<2.0	E	2

How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the year.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- **The target grade** - this is the grade you should aim to achieve in the subject by the end of the GCSE course.
- **The predicted grade** - this is the grade your teacher thinks you will achieve in the subject at the end of the GCSE course (based on your current progress).
- These grades will use the new 9 - 1 grading system.

Exam Timetable | Year 10 | 2018-19

Exam Board	Subject	Tier	Paper Name	Time Allowed	Number of marks	% of final exam	Date of examination (provisional)
AQA	Religious Studies	None	Paper 1	1 hour 45 minutes	101	50%	13th May pm
AQA	Religious Studies	None	Paper 2	1 hour 45 minutes	101	50%	20th May am
OCR	Creative iMedia	None	Written paper	1 hour 15 minutes	60	25%	3rd June pm



Year 10

Learning Journey in:

English

Mathematics

Science

Arabic

French

History

Geography

Computer Science

BTEC in Information & Creative Technologies

Religious Studies

PE

Art

* Please note the long term plans are subject to change.

English Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Macbeth (7 weeks)</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context AO4 – Vocab</p>	<p>Macbeth overspill (2 weeks)</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context AO4 – Vocab</p> <p>Unseen Poetry (5 weeks)</p> <p>Reading: AO1, AO2, AO3</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context</p>	<p>A Christmas Carol</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context</p>	<p>Reading: AO1, AO2, AO3, AO4</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context AO4 – Vocab</p>	<p>Writing: AO5, AO6</p> <p>AO5 – Content AO6 – Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3</p> <p>AO1 – Quotations AO2 – Writer’s use of language & structure AO3 – Context</p>
Key Content	<p>Shakespeare – Macbeth</p> <p>(English Literature, Paper 1, Section A)</p>	<p>Unseen Poetry</p> <p>(English Literature, Paper 2, Section C)</p>	<p>A Christmas Carol - Dickens</p> <p>(English Literature, Paper 1, Section B)</p>	<p>English Language, Paper 2 – non-fiction (Reading)</p>	<p>English Language, Paper 2 – non-fiction (Writing)</p> <p>Writing tasks: speeches, essays, leaflets..</p>	<p>AQA poetry anthology - Poems Past and Present, Power and Conflict cluster</p> <p>(English Literature, Paper 2, Section B)</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>The Rule of Law – The Great Chain of Being Freedom of Religion – The Natural Order of Life Freedom of Choice – Social hierarchy, Peace, Freedom Freedom of Thought – Superstition, The role of women Tolerance and Respect – Religion, Civil war. Fairness and Liberty – Lack of social justice Social Responsibility – Macbeth - Peace and Unity Equality for All - Scotland’s hierarchy</p>		<p>Democracy – A Christmas Carol – Poverty, social divide, through extracts Social Responsibility - How to act and behave in society Equality for All - Social divide and social segregation Equality for All - Social injustice Freedom of Thought – Characters in ACC, through extracts Tolerance and Respect – Through extracts The Rule of Law – Law in society</p>		<p>Democracy – Through extracts The Rule of Law – Law, through extracts, dual identity Freedom of Religion – Through extracts Freedom of Choice – Through extracts, dual identity and personality Freedom of Thought – Characters in DJMH, through extracts Freedom of Speech - Through extracts, characters Freedom of Association - Through extracts, characters, dual identity Tolerance and Respect – Through extracts Fairness and Liberty – Lack of, through extracts, tied down by character and identity Social Responsibility – Through extracts, DRMH Equality for All - Through extracts</p>	

English Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	<p>Homework MP1: Character analysis (not graded)</p> <p>MP1: Themed question (not graded)</p> <p>MP2: Themed question (not graded)</p> <p>End Assessment: Reading Task – GCSE style question: AO1, AO2, AO3, AO4 (graded)</p>	<p>Homework MP1: Comparison (not graded)</p> <p>MP1: Comparison (not graded)</p> <p>MP2: Comparison (not graded)</p> <p>End Assessment: Unseen poetry comparison: AO1, AO2. (graded)</p>	<p>Homework MP1: Character analysis (not graded)</p> <p>MP1: Themed question (not graded)</p> <p>MP2: Themed question (not graded)</p> <p>End Assessment: Reading Task – GCSE style question: AO1, AO2 and AO3 (graded)</p>	<p>Homework MP1: Reading task: Q2 (not graded)</p> <p>MP1: Reading task: Q3 (not graded)</p> <p>MP2: Reading task: Q4 (not graded)</p> <p>End Assessment: Reading: AO1, AO2, AO3, AO4, (graded)</p>	<p>Homework MP1: Writing task: review</p> <p>MP1: Writing task: report (not graded)</p> <p>MP2: Writing task: speech (not graded)</p> <p>EOY exam: Reading and Writing Exam ALL AOs (graded)</p>	<p>Homework MP1: Comparison (not graded)</p> <p>MP1: Comparison (not graded)</p> <p>MP2: Comparison (not graded)</p> <p>End Assessment: Reading Task – poetry comparison: AO1, AO2, AO3 (graded)</p>
<p>Websites to help my learning: http://www.bbc.co.uk/schools/ks3bitesize/English/ http://www.englishbiz.co.uk/, www.bbc.co.uk/news http://www.channel4learning.com/support/websites/english.html http://www.channel4learning.com/sites/waywithwords/index.html http://www.bbc.co.uk/learningenglish/</p>				<p>Visits to places that can help my learning: Plays – theatre, libraries</p>		

Mathematics Higher Tier Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	A3 Algebra P1 Probability	R1 Ratio & Proportion G4 Geometry G5 Geometry	S2 Statistics	A4 Algebra	G6 Geometry	A5 Algebra
Key Content	A3 Equations & Inequalities P1 Probability	R1 Multiplicative Reasoning G4 Similarity & Congruence G5 More Trigonometry	S2 Further Statistics	A4 Equations & Graphs	G6 Circle Theorems	A5 More Algebra
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Scholars e.g. Al-Khwarizmi, Diophantus; History of Mathematics; Calculating Interest; Encryption and Bletchley Park; coping with less income, consequences of debt; Egyptian fractions; Special sequences; Fibonacci & Pascal's triangle		Use of statistics in the media; Census Data; Discussion on the use and misuse of data; History of Mathematics		Use of different units of measurement in other cultures; Stories about Pi, Pythagoras; Making Sense of the World around Us; Shape Patterns Around The World; Islamic Art & Culture; Rangoli Designs & Mandalas	
Key Assessment Objectives and Suggested Assessments	Half-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3 & P1	End-of-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4 & G5	Half-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5 & S2	End-of-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2 & A4	EOY exam	Half-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, A4, G6 & A5
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Mathematics Foundation Tier Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	A3 Algebra G3 Geometry	R1 Ratio & Proportion G4 Geometry	P1 Probability R2 Ratio & Proportion	G5 Geometry	A4 Algebra	G6 Geometry N3 Number
Key Content	A3 Graphs G3 Transformations	R1 Ratio & Proportion G4 Right-Angled Triangles	P1 Probability R2 Multiplicative Reasoning	G5 Constructions, Loci & Bearings	A4 Quadratic Equations & Graphs	G6 Perimeter, Area & Volume 2 N3 Fractions, Indices & Standard Form
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Scholars e.g. Al-Khwarizmi, Diophantus; Use of statistics in the media; Census Data; Discussion on the use and misuse of data; Use of different units of measurement in other cultures		Islamic Art & Culture Rangoli Designs & Mandalas Use of ratio & scale in real life; in sport, cycling; map reading.		Financial Decision Making; Application of probability in risk and gambling; Islamic Art & Culture; Identification of 3D shapes in buildings from different cultures. Use of symmetry in cultural and religious patterns.	
Key Assessment Objectives and Suggested Assessments	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2 & A3	End-of-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1 & G4	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1 & R2	End-of-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2 & G5	EOY exam	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5, A4, G6 & N3
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Science Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.
Key Content	<p>Biology: Key Concepts in Biology</p> <p>Chemistry: Atomic Structure & the Periodic Table</p> <p>Physics: Energy</p>	<p>Biology: Cells & control</p> <p>Chemistry: Ionic Bonding, Covalent Bonding & Types of substances</p> <p>Physics: Waves</p>	<p>Biology: Genetics</p> <p>Chemistry: States of Matter & Mixtures</p> <p>Physics: EM waves</p>	<p>Biology: Natural selection and GM</p> <p>Chemistry: Chemical Changes – Acids</p> <p>Physics: Radioactivity</p>	<p>Biology: Revision</p> <p>Chemistry: Revision</p> <p>Physics: Revision</p>	<p>Biology: Plant structure & function</p> <p>Chemistry: Groups in the Periodic Table, Rates of Reaction</p> <p>Physics: Particle Model</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC – Moral & Social Development FBV – Respect, Tolerance & Individual Liberty		SMSC – Moral, Spiritual And Cultural Development FBV – Rule of Law, Tolerance, Social Responsibility		SMSC – Cultural Development FBV – Respect & Social Responsibility	
Key Assessment Objectives and Suggested Assessments	Cumulative test on Key Concepts of Biology, Atomic Structure & the Periodic Table & Energy	Cumulative test on Key Concepts of Biology, Atomic Structure & the Periodic Table, Energy, Cells & Control, Ionic Bonding, Covalent Bonding, Types of Substances & Waves	Cumulative test on Key Concepts of Biology, Genetics, Cells & Control, Atomic Structure & the Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substances, States of Matter & Mixtures, Energy, Waves & EM Waves	Cumulative test on Key Concepts of Biology, Genetics, Cells & Control, Natural Selection & GM, Atomic Structure & the Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substances, States of Matter, Mixtures, Chemical Changes Energy, Waves, EM Waves & Radioactivity	EOY exam Exam based on all the topics covered so far throughout the year	Cumulative test on all the topics covered for revision for the end of year exam and also covering Groups in the Periodic Table, Rates of Reaction, Heat energy changes and Particle Model
Websites that can help my learning: http://www.samlearning.com/examrevision/index.html BBC Bitesize www.bbc.co.uk/revision GCSE bitesize revision, www.bbc.co.uk/schools/gcsebitesize/ Learn www.learnthings.co.uk S-Cool www.s-cool.co.uk www.studysuccess.co.uk www.gcse.com Revision time www.revisiontime.com Creative Chemistry: www.creative-chemistry.org.uk				Visits to places that can help my learning: Blackpool Zoo Manchester MUSEUM of Science and Industry MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

Arabic Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Vocabulary memorisation Understanding of written and spoken content. Use of adjectives and extended opinions to enhance writing.	Vocabulary memorisation Understanding of written and spoken content. Expressing opinions and comparing both educational systems.	Vocabulary memorisation Understanding of written and spoken content. Production of more complex sentences using connectives to extend them.	Vocabulary memorisation Understanding of written and spoken content. Expressing complex opinions using different languages device and structures.	Vocabulary memorisation Understanding of written and spoken content. Producing extend writing using: • Tenses • Connectives • Sophisticated vocabulary	Vocabulary memorisation Understanding of written and spoken content. Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures.
Key Content	Theme 1: Cultural life and Technology	Theme 2: Town, region and country	Theme 2: Holidays and travel and tourist transactions	Theme 4: Future aspirations, study and work	Theme 4: Future aspirations, study and work	Speaking Focus and Mock Speaking Exam
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Being a British Muslim Contribution to big society		Discovering other cultures Tolerance and respect		Community cohesion, living together, Fairness, liberty, social responsibility, and equality for all	
Key Assessment Objectives and Suggested Assessments	Reading and Listening Reading: Mixture of English and TL rubrics. Non-verbal and extended answer tasks. Translation into English. Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.	Speaking and Writing Speaking: Presentation General conversation. Writing: Photo card stimulus. Short passage in response to bullet point stimulus.	Reading and Listening Reading: Mixture of English and TL rubrics. Non-verbal and extended answer tasks. Translation into English. Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.	Speaking and Writing Speaking: Role-play Photocard Writing: Short passage in response to bullet point stimulus. Short sentence translation into French.	EOY exam Reading, Listening and Writing Writing: Photo card stimulus. Short passage in response to bullet point stimulus. Listening: Mixture of English and TL rubrics. Non-verbal and extended answer tasks. Reading: Mixture of English and TL rubrics. Non-verbal and extended answer tasks. Translation into English.	Speaking and Translation Speaking: Role-play Photo card General conversation Translation: Translation of passage into French
Websites that can help my learning: https://www.memrise.com/				Visits to places that can help my learning: Mosques Trip to Morocco, UAE		

French Foundation Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Baseline Assessment</p> <p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively</p> <p>Combining three tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Demonstrate Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
Key Content	<p>Qui suis-je?</p> <ul style="list-style-type: none"> • Describing people • Friendship • Family • Going out • Role models <p>Present tense revision Reflexive verbs Near future tense Perfect tense Using two tenses together</p>	<p>Le temps de loisirs</p> <ul style="list-style-type: none"> • Sport • Music • Social media • TV and Film <p>Depuis + present tense Comparatives Irregular verbs in the present tense Negatives Perfect tense Using tenses together</p>	<p>De la ville à la campagne</p> <ul style="list-style-type: none"> • Town • Region • Things to do • Plans • Weather <p>Superlative Asking questions Si clauses Negatives</p>	<p>Le grand large</p> <ul style="list-style-type: none"> • Ideal holiday • Hotel review • Restaurants • Traveling • Disastrous holidays <p>Nous form of verbs Comparative Present and Perfect tenses Expressions with avoir Three time frames</p>	<p>Au collège</p> <ul style="list-style-type: none"> • Subjects • French school system • School rules • Healthy living <p>Direct Object Pronouns Ils form of verbs Il faut and il est interdit Adverbs Imperfect tense Three time frames together</p>	<p>Bon travail</p> <ul style="list-style-type: none"> • Career choices • Plans, hopes and wishes • Applying for jobs <p>Conditional The simple future Present, perfect and conditional together</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Exploring cultural diversity. Values of solidarity. Community cohesion, living together.</p>		<p>Appreciation of different cultures. Community cohesion, living together. Social responsibility.</p>		<p>Understand and appreciate viewpoints of others. Appreciation of different cultures.</p>	

French Foundation Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<p>Key Assessment Objectives and Suggested Assessments</p> <p>Exam papers will be differentiated to cater for all ability range and in order to give all learners an opportunity to achieve their full potential.</p>	<p>Reading and Listening Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Speaking and Writing Speaking: Presentation</p> <p>General conversation</p> <p>Writing: Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p>	<p>Reading and Listening Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Speaking and Writing Speaking: Role-play</p> <p>Photocard</p> <p>Writing: Short passage in response to bullet point stimulus</p> <p>Short sentence translation into French</p>	<p>EOY exam Reading, Listening and Writing Writing: Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Translation Speaking: Role-play</p> <p>Photo card</p> <p>General conversation</p> <p>Translation: Translation of passage into French.</p>
<p>Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french/ http://www.linguascope.com https://www.memrise.com/</p>				<p>Visits to places that can help my learning: Alliance Française at the French Embassy (cultural events) Trip to France</p>		

French Higher Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Baseline Assessment</p> <p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of views and expanding answers.</p> <p>Use familiar language creatively.</p> <p>Use less common language and more complex grammatical structures to create interest.</p> <p>Combining five tenses.</p>	<p>Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of views and expanding answers.</p> <p>Use familiar language creatively.</p> <p>Use less common language and more complex grammatical structures to create interest.</p> <p>Combining five tenses.</p>	<p>Recognise themes and ideas in longer passages, including authentic texts.</p> <p>Infer meaning from literary texts.</p> <p>Use language creatively to exchange and justify a range of thoughts and opinions.</p> <p>Use a range of less common vocabulary and more complex grammatical structures.</p>
Key Content	<p>Qui suis-je?</p> <ul style="list-style-type: none"> • Describing people • Friendship • Family • Going out • Role models <p>Present tense revision Reflexive verbs Near future tense Perfect tense Imperfect tenses Using tenses together</p>	<p>Le temps de loisirs</p> <ul style="list-style-type: none"> • Sport • Music • Social media • TV and Film <p>Depuis + present tense Comparatives Imperfect tense Direct Object Pronouns Superlatives Using tenses together</p>	<p>De la ville à la campagne</p> <ul style="list-style-type: none"> • Town • Region • Things to do • Plans • Weather <p>The pronoun y Neagtives Quel / Quelle / Quels / Quelles Future tense Using tenses together</p>	<p>Le grand large</p> <ul style="list-style-type: none"> • Ideal holiday • Hotel review • Restaurants • Traveling • Disastrous holidays <p>Conditional Reflexive verbs in the perfect tense En + present participle Avant de + infinitive Pluperfect</p>	<p>Au collège</p> <ul style="list-style-type: none"> • Subjects • French school system • School rules • Healthy living <p>Pronouns il and elle Pronouns ils and elles Il faut and Il est interdit Imperative Present, past and future together (revision and extension)</p>	<p>Bon travail</p> <ul style="list-style-type: none"> • Career choices • Plans, hopes and wishes • Applying for jobs <p>Better / worse / the best / the worst Subjunctive DOP in perfect tense Verbs followed by à or</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Exploring cultural diversity. Values of solidarity. Community cohesion, living together.</p>		<p>Appreciation of different cultures. Community cohesion, living together. Social responsibility.</p>		<p>Understand and appreciate viewpoints of others. Appreciation of different cultures.</p>	

French Higher Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<p>Key Assessment Objectives and Suggested Assessments</p> <p>Exam papers will be differentiated to cater for all ability range and in order to give all learners an opportunity to achieve their full potential.</p>	<p>Reading and Listening Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Speaking and Writing Speaking: Presentation</p> <p>General conversation</p> <p>Writing: Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p>	<p>Reading and Listening Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Speaking and Writing Speaking: Role-play</p> <p>Photocard</p> <p>Writing: Short passage in response to bullet point stimulus</p> <p>Short sentence translation into French</p>	<p>EOY exam Reading, Listening and Writing Writing: Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Translation Speaking: Role-play</p> <p>Photo card</p> <p>General conversation</p> <p>Translation: Translation of passage into French.</p>
<p>Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french/ http://www.linguascope.com https://www.memrise.com/</p>				<p>Visits to places that can help my learning: Alliance Française at the French Embassy (cultural events) Trip to France</p>		

History Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Causation Chronological understanding Key features of an event	Analysis and evaluation of Sources	Combination of Autumn 1 and Autumn 2	Key features of an event Causation and consequence	Cause and consequence Key features Analysis and evaluation of interpretations	Combination of Autumn, Spring and Summer terms
Key Content	Conflict and Tension 1918-39: Treaty of Versailles & League of Nations	Conflict and Tension 1918-39: League of Nations & Outbreak of WWII & exam practice	America 1840-1895: Expansion Plains Indian, Expansion West pre 1840, Mormons and Miners	Conflict Causes, impact and consequences of the US Civil War America 1840-95	America 1840-95: Consolidation, Homesteaders Indian policy, struggle for the plains Norman England 1066-1100: Causes of Norman Conquest	Norman England 1066-1100: Military Aspects of Norman Conquest & Life under the Norman & the Norman Church and Monasticism
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Development of a European/ International governing body Democracy Vs Dictatorship Fairness Respect		Origins of American Law and decision making process Freedom of Religion Freedom of Thought Democracy/ Rule of Law		Freedom of Choice Liberty Equality for All	
Key Assessment Objectives and Suggested Assessments	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. Short questions testing knowledge of the Treaty of Versailles and extended essay question testing application of terms of the Treaty.	AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Source utility question.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Students to complete AQA paper 1: Section A	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. Extended essay type question testing application of knowledge of migration West pre-1850.	AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 3 Question testing knowledge and application of the causes of the American Civil War and students understanding of reasons why historical interpretations differ.	EOY exam Full Paper 1

Websites that can help my learning:

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>

Conflict and Tension 1918-39

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/>

<http://www.johndclare.net/>

America 1840-95: <http://www.revisegcsehistory.co.uk/downloads/complete-notes/The%20American%20West.pdf> (please note that 'The Cattle Industry' and 'Law and Order' will NOT be assessed on your gcse paper)

https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/American_Civil_War.htm

Geography (Option) Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development 1.7 Cultural Understanding & Diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development 1.7 Cultural Understanding & Diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development 1.7 Cultural Understanding & Diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and Human Processes 1.6 Environmental Interaction and Sustainable Development 1.7 Cultural Understanding & Diversity
Key Content	Urban Issues and Challenges	Urban Issues and Challenges	The Changing Economic World	The Changing Economic World	The Challenge of Resource Management and Water Management	Geographical Skills and Fieldwork
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	National pride		Spending wisely		Preserving the natural resources	
Key Assessment Objectives and Suggested Assessments	Cumulative assessments testing key skills and key content each half term (as noted for each half term) using specimen GCSE style papers					
Websites that can help my learning: www.geography.learnontheinternet.co.uk/ks4/index.html www.georesources.co.uk www.bbc.co.uk/schools/bitesize/geography/ www.usgs.net				Visits to places that can help my learning: Lake District Peak District		

Computer Science Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	T1: Problem Solving T2: Programming T3: Data T4: Computers	T1: Problem Solving T2: Programming T3: Data T4: Computers	T1: Problem Solving T2: Programming T5: Communications & the internet	T1: Problem Solving T2: Programming T4: Computers T5: Communications & the internet T6: The bigger picture	T1: Problem Solving T2: Programming T3: Data T4: Computers	T1: Problem Solving T2: Programming T4: Computers T5: Communications & the internet T6: The bigger picture
Key Content	Intro T1: <ul style="list-style-type: none"> Introduction to Python Ways of describing problems Developing code Input/output T2: <ul style="list-style-type: none"> Python Operators Data types, variables & input Formatting input/output Selection constructs & relational operators Selection constructs Fowcharts & boolean operators T3: <ul style="list-style-type: none"> Binary T4: <ul style="list-style-type: none"> What is a computer? 	T1/2: <ul style="list-style-type: none"> Boolean operators, logic & truth tables Pseudo-code Data types Data structures Repetition construct T3: <ul style="list-style-type: none"> Binary Hexadecimal T4: <ul style="list-style-type: none"> High and low level programming languages Translating programming languages Hardware Operating systems 	T1/2: <ul style="list-style-type: none"> 2D arrays (lists) and nested 'for' loops Validation Subprograms Local and Global Variables Constants T5: <ul style="list-style-type: none"> Networks ANs & WANs Client Server & Peer to Peer Network data speeds Wired & Wireless Connectivity Topologies Protocols 	T1/2: <ul style="list-style-type: none"> Errors and debugging tools in an IDE Library subprograms T4: <ul style="list-style-type: none"> Boolean Logic T5: <ul style="list-style-type: none"> Protocols Layered protocol stacks (TCP/IP) and packets T6: <ul style="list-style-type: none"> Environmental impact of technology Ethical impact of technology 	T1/2: <ul style="list-style-type: none"> Dictionaries Decomposition, error checking & testing Programming Challenge (Maths Quiz) Standard Algorithms Reading CSV files T3: <ul style="list-style-type: none"> Bitmaps Sound T4: <ul style="list-style-type: none"> Internal Components 	T1/2: <ul style="list-style-type: none"> Writing CSV files Sorting Algorithms Binary search T4: <ul style="list-style-type: none"> Internal Components T5: <ul style="list-style-type: none"> Network security T6: <ul style="list-style-type: none"> Copyright, licensing & intellectual property Open source/proprietary software
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students learn that collaborations are facilitated through the availability of online work spaces and that the growth of social networking has potential risks as well as benefits.		Students consider the environmental and ethical impact of technology.		Students consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, illegal opportunities for access to information and environmental issues.	
Key Assessment Objectives and Suggested Assessments	AO1, AO2, AO3 GCSE style assessment based on key content above	AO1, AO2, AO3 GCSE style assessment based on key content above & Aut 1	AO1, AO2, AO3 GCSE style assessment based on key content above & Aut 1 & 2	AO1, AO2, AO3 GCSE style assessment based on key content above, Aut 1 & 2, & Spr 1	AO1, AO2, AO3 EOY exam GCSE style assessment based on key content above, Aut 1 & 2, & Spr 1 & 2	AO1, AO2, AO3 GCSE style assessment based on key content above, Aut 1 & 2, Spr 1 & 2, & Sum1
Websites that can help my learning: https://www.khanacademy.org https://www.codecademy.com https://codecombat.com				Visits to places that can help my learning: Bletchley Park (Milton Keynes) The National Museum of Computing (Milton Keynes) Centre for Computing History (Cambridge) Museum of Science and Industry (Manchester)		

Creative iMedia Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Outcomes	<p>Pre-production skills.</p> <p>Understand the purpose and content of pre-production.</p> <p>Be able to produce pre-production documents.</p>	<p>Pre-production skills.</p> <p>Be able to plan pre-production.</p> <p>Be able to review pre-production documents.</p>	<p>Creating digital graphics.</p> <p>Understand the purpose and importance of digital graphics.</p> <p>Be able to plan the creation of a digital graphic.</p>	<p>Creating digital graphics.</p> <p>Be able to create a digital graphic.</p>	<p>Storytelling with a comic strip.</p> <p>Understand comic strips and their creation.</p> <p>Be able to plan a multi page comic strip.</p>	<p>Storytelling with a comic strip.</p> <p>Be able to produce a multi page comic strip.</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Pupils learn about denotation and connotation explore how images can represent emotions.		Pupils consider legal aspects of media production and produce work within legislative guidelines.		Pupils use imagination and creativity to create a comic strip.	
Key Assessment Objectives and Suggested Assessments	<p>LO1, LO3</p> <p>Mock exam</p>	<p>LO2, LO4</p> <p>Mock exam</p>	<p>LO1, LO2</p> <p>R081 exam</p>	<p>LO3, LO4</p> <p>Unit R082 submitted</p>	<p>LO1, LO2</p>	<p>LO3, LO4</p> <p>Unit R084 submitted</p>
<p>Websites that can help my learning:</p> <p>http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</p> <p>http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf</p> <p>http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf</p> <p>http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf</p>				<p>Visits to places that can help my learning:</p> <p>BBC (Manchester)</p> <p>Museum of Science and Industry (Manchester)</p>		

Religious Studies Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)	
Key Skills	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	
Key Content	Religion, Crime and Punishment Causes of Crime Punishment, Death Penalty and Forgiveness	Religion, Peace and Conflict Violence, Terrorism and War	Religion and Life Origins and Value of Human Life Origins and Value of the Universe	Relationships and Families Sexuality, Equality and Gender Roles	Revision and Gap fill	Gap Fill and Introduction to Component 1 Islam and Christianity	
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.		Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.		Explore belief and experience. Appreciate diversity and culture. Tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.		
Key Assessment Objectives and Suggested Assessments	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	EOY exam	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Mock examination Paper 2	
Websites that can help my learning: https://revisionworld.com/gcse-revision/rs-religious-studies http://www.rsrevision.com/contents/index.htm http://www.bbc.co.uk/education/subjects/zb48q6f http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050			https://www.truetube.co.uk/ http://request.org.uk/ https://goffrs.com/ http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies			Visits to places that can help my learning: Places of worship Civil service organisations Public health services	

PE Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Health, Fitness and Well-being (5 weeks) Including the use of data Applied Anatomy and Physiology (2 weeks)	Applied Anatomy and Physiology (Full Half-term) Including the use of data	Movement Analysis	Sport Psychology	Physical Training Including the use of data	Personal Exercise Programme (PEP) Including the use of data
Key Content	Physical, emotional and social health. Effects of fitness on well-being. Lifestyle choices. Sedentary lifestyles. Diet, nutrition and hydration.	The structure and functions of the musculo-skeletal system. The structure and functions of the cardio-respiratory system. Aerobic and Anaerobic exercise. The short and long term effects of exercise.	First, second and third class lever systems. Mechanical advantage and disadvantage. Planes and axes of movement.	Classification of skills. The use of goal setting and SMART targets to maximize performance. Guidance and feedback on performance. Mental preparation.	Health and Fitness. The components of fitness. The principles and methods of training. The long term effects of exercise. How to optimise training and prevent injury. Warming up and cooling down.	Aim and planning analysis. Carrying out and monitoring the PEP. Evaluation of the PEP
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Students will have the opportunity to learn about the structure and functions of the human body. In addition, they will both learn and understand the components of a healthy, active lifestyle and some of the key factors that may influence health and safety in sport. They will also develop a clear understanding of the physical, social and mental aspects associated with sports performance.		Students will understand some of the feelings and emotions that athletes may experience during sports performance. They will also understand the strategies that athletes may use to support their performance in sport. In addition, students will understand the importance of cooperative skills and the social aspects associated with sport.		Students will develop a clear awareness of the collection of data and how to compare results to national information. Furthermore, students will have the opportunity to learn about the strengths and areas for improvement in their fitness levels and show creativity in the planning and completion of their personal exercise programme.	
Key Assessment Objectives and Suggested Assessments	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination.
Websites that can help my learning: www.brianmac.co.uk www.teachpe.co.uk https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html BBC Bitesize – GCSE Physical Education (Edexcel) www.getrevising.co.uk YouTube – GCSE PE related videos (as instructed by class teachers)				Visits to places that can help my learning: Sports Stadiums/facilities Professional sporting events Outdoor Education centres Sports Museums Sports centres		

Art Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Develop ideas through researching into the artists listed below.</p> <p>M,T&P</p> <ul style="list-style-type: none"> • Photography of subject matter • Observational drawing • Painting <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>	<p>Develop ideas through researching into the artists listed below.</p> <p>M,T&P</p> <ul style="list-style-type: none"> • Mixed medium textural responses • CAD pattern development • Surface pattern design <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>	<p>Develop ideas through researching into the artists listed below.</p> <p>M,T&P</p> <ul style="list-style-type: none"> • Photo manipulation through drawing, stitching and mark making into original photography. • Weaving, cutting, distorting original photography. • Digital experimental imagery <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>	<p>Develop ideas through researching into the artists listed below.</p> <p>M,T&P</p> <ul style="list-style-type: none"> • 3D sculpture/ relief • Construction • Collage • Montage <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>	<p>Present a personal and meaningful response- idea development through to a final piece.</p> <p>M,T&P</p> <p>Dependent on the students creative journey</p> <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>	<p>Develop ideas through researching into the artists listed below.</p> <p>M,T&P</p> <ul style="list-style-type: none"> • Photography of subject matter (photo editing) • Observational drawing • Fine art techniques <p>Annotation, analysis, reflection and evaluation throughout creative journey.</p> <p>Develop and realise personal intentions.</p>
Key Content	<p>Composition: Fill the frame, rule of thirds and viewpoint.</p> <p>Line</p> <ul style="list-style-type: none"> • Flavio Samelo • Berenice Abbott • Rodchenko • Remko Heemskerck • Joerg Riehm • Jun Ahn 	<p>Finding pattern (4 wks)</p> <ul style="list-style-type: none"> • Andres Peutherer • Principles of repeat <p>Texture (4 wks)</p> <ul style="list-style-type: none"> • Michael Chase 	<p>Photo manipulation</p> <ul style="list-style-type: none"> • Tyhe Reading 	<p>3D modelling</p> <ul style="list-style-type: none"> • Giacomo Costa 	<p>Completion of students final "piece"</p> <ul style="list-style-type: none"> • Review and analysis of work so far • Identifying strengths and developments • Developing a personal response that effectively "rounds up" the sustained project. Utilising skills, techniques and ideas developed through the learning journey. 	<p>New project "Pop" Art - Chris Morgan</p>

Art Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<ul style="list-style-type: none"> Students will learn about the world around them and learn to view the world through artist's eyes. Students will use their imagination to take photographs of their surroundings. Students will investigate their urban landscape and use this to inspire their work in the arts. Social responsibility. 		<ul style="list-style-type: none"> Students will reflect continuously on their creative journey through annotations. Students will investigate new materials, techniques and processes in a varied art curriculum. Students will understand "Modern Britain" by observation of architecture and landscapes and how this is evolving. 		<ul style="list-style-type: none"> Students will use their creativity to produce a final personal response to the theme "Urban Landscape" Students work will be celebrated in an EOY exhibition. Students will study a local, current, British artist who uses "popular" items to inspire his work. 	
Key Assessment Objectives and Suggested Assessments	<p>AO1: Artist research into listed artists using LOOK, THINK, LINK Each artist will have an artist research page.</p> <p>AO2: 2 A3 developed paintings that show direct correlation between the artists studied- 1 using black and white – 1 focussing on the use of colour.</p> <p>AO3: Observational drawings from original photography. 4 A5 line drawings focussing on line and composition. 2 A5 tonal pencil drawings. 4 A5 coloured experiments (oil pastel, acrylic paint, watercolour, coloured pencil) 1 A4 paper collage.</p>	<p>AO1: Artist research into listed artists using LOOK, THINK, LINK Each artist will have an artist research page.</p> <p>AO2: A "body" of refined CAD pattern work. 2 A3 pattern paintings (mirror, symmetry, rotation) utilising CAD work. 2 A3 developed mixed medium textural responses.</p> <p>AO3: 4 A4 mirror, symmetry, rotation line drawings. 6 A5 mixed medium samples focussing on texture and material exploration.</p>	<p>AO1: Artist research into listed artists using LOOK, THINK, LINK Each artist will have an artist research page.</p> <p>AO2: 2 A4 refined development samples utilising techniques submitted for AO3</p> <p>AO3: A "body" of experimental photographs that develop on the work completed in Term 1</p>	<p>AO1: Artist research into listed artists using LOOK, THINK, LINK Each artist will have an artist research page.</p> <p>AO2: A 3D developed piece that shows direct correlation between the artists studied and 3D working techniques.</p>	<p>EOY exam AO4: personal response to the theme of "Urban Landscape" and portfolio of supporting evidence i.e. sketchbook</p> <p>ALL AOs ASSESSED: AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>AO1: Artist research into listed artists using LOOK, THINK, LINK Each artist will have an artist research page.</p> <p>AO2: 2 A3 developed and refined responses to the work of Morgan.</p> <p>AO3: A range of "pop" photographs at different stages, edited on the computer.</p> <ul style="list-style-type: none"> 4 A4 drawings Acrylic 1-oil pastel Watercolour Pencil shading
Websites that can help my learning: www.britishmuseum.org www.tate.org www.royalacademy.org.uk				Visits to places that can help my learning: Harris Museum Tate Modern Liverpool		

PE (Core) Long Term Plan | Year 10 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	To outwit opponents with competence in the game of Football.	To outwit opponents with competence in the game of Badminton (singles and doubles).	To outwit opponents with competence in the game of Basketball.	To demonstrate a secure understanding of the components of a healthy, active lifestyle.	To use a wide range of techniques and outwit opponents with competence in the game of Badminton.	To outwit opponents with competence in striking and fielding activities (Cricket).
Key Content	Football – Team game/ invasion activity. Conditioned game play developing advanced technical and tactical aspects of the game.	Badminton – Lifelong participation. Advanced technical and tactical development in singles and doubles games.	Basketball – Competitive team games. Conditioned game play developing advanced technical and tactical aspects of the game.	Fitness – Developing a secure understanding of the components of a healthy, active lifestyle through the creation and completion of a training programme.	Table Tennis – Advanced technical and tactical development through singles and doubles game play.	Cricket – Conditioned game play (Test, 20/20) developing advanced technical and tactical aspects of the game (sending and receiving).
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	To perform with an enthusiasm and enjoyment for sport by competing to your full potential. In addition, students will further understand the importance of teamwork and how to compete with respect towards others. Students will develop a greater understanding of the rules and laws of sports from differing cultures.		Promoting a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan an appropriate training programme to enhance fitness levels appropriate to their own sport. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.		To perform with an enthusiasm and enjoyment for sport by competing to your full potential. In addition, students will understand the importance of competing with respect and fairness towards others. Students will further develop their understanding of the rules and laws of sports from around the world.	
Key Assessment Objectives and Suggested Assessments	Based on the ability of students to successfully outwit opponents. Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	Based on the ability of students to successfully outwit opponents. Ability to use a wide range of techniques with competence to outwit opponents. Ability to apply effective tactics in singles and doubles game play.	Based on the ability of students to successfully outwit opponents. Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	Based on the students level of fitness and their understanding of the requirements of a healthy, active lifestyle. Ability to plan and complete an effective training programme.	Based on the ability of students to successfully outwit opponents. Ability to use a wide range of techniques (forehand/backhand) with competence to outwit opponents. Ability to apply effective tactics in singles and doubles game play.	Based on the ability of students to outwit opponents in striking and fielding games. Ability to use a range of batting and fielding techniques, applying effective tactics to outwit opponents.
During the final week of each term, all students will experience and compete in a tournament week. This will involve a range of sports and will promote the principles of fair play, sportsmanship, teamwork, resilience and school unity.						
Websites that can help my learning: www.thefa.com www.basketballengland.co.uk www.englishhandball.com www.badmintonengland.co.uk www.brianmac.co.uk https://tabletennisengland.co.uk			www.ecb.co.uk www.bbc.co.uk/sport www.sportengland.org www.youthsportstrust.org https://www.activelancashire.org.uk		Visits to places that can help my learning: Sports Stadiums/facilities Professional sporting events Outdoor Education centres Sports Museums Sports centres	

GCSE Specifications Overview of Assessment

Exam Board	Subject
AQA	English Language
AQA	English Literature
Edexcel	Mathematics
Edexcel	Combined Science
Edexcel	Biology
Edexcel	Chemistry
Edexcel	Physics
Edexcel	Arabic
AQA	French
AQA	History
AQA	Geography
Edexcel	Computer Science
OCR	Creative Media
AQA	Religious Studies
AQA	Art
Edexcel	Physical Education

GCSE Specifications Overview of Assessment

English Language

Paper 1: Fiction Reading and Writing	Paper 2: Non-fiction Reading and Writing	NEA
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification	0% of the qualification
80 marks	80 marks	

English Literature

Paper 1: Shakespeare and the 19th-Century Novel 'Macbeth' and 'A Christmas Carol'	Paper 2: Modern Texts and Poetry 'An Inspector Calls', 'Power and Conflict Poetry' and 'Unseen Poetry'
Written examination: 1 hour and 45 minutes	Written examination: 2 hours and 15 minutes
40% of the qualification	60% of the qualification
64 marks	96 marks

GCSE Specifications Overview of Assessment

Mathematics

Paper 1 Non Calculator	Paper 2 Calculator allowed	Paper 3 Calculator allowed
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
80 marks	80 marks	80 marks
$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification

Science (Combined / Separate)

Combined	Separate
Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 10 minutes each	Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 45 minutes each
Maximum 60 marks on each paper	Maximum 100 marks on each paper

GCSE Specifications Overview of Assessment

Arabic

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10 - 12 minutes	Written examination: 1 hour and 5 minutes	Written examination: 1 hour and 25 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

French

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10 - 12 minutes	Written examination: 1 hour	Written examination: 1 hour and 15 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

GCSE Specifications Overview of Assessment

History

Paper 1: Understanding the Modern World	Paper 2: Shaping the Nation
Germany, 1890-1945 Conflict and Tension between East and West, 1945-1972	Britain: Migration, Empires and the People; c.790 to present day Elizabethan England, c.1568-1603
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
84 marks	84 marks

Geography

Paper 1: Living with the Physical Environment	Paper 2: Challenges in the Human Environment	Paper 3: Geographical Applications
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 15 minutes (Pre-release resources booklet)
35% of the qualification	35% of the qualification	30% of the qualification
88 marks	88 marks	76 marks

GCSE Specifications Overview of Assessment

Computer Science

Paper 1 Principles of Computer Science	Paper 2: Application of Computational Thinking
Written examination: 1 hour and 40 minutes	Written examination: 2 hours
50% of the qualification	50% of the qualification
80 marks	80 marks

Creative iMedia

R081	R082	R---	R---
Pre-production skills	Creating Digital Graphics	TBA	TBA
Written paper 1 hour 15 minutes	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours
OCR set and marked	OCR moderated	OCR moderated	OCR moderated
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification

GCSE Specifications Overview of Assessment

Religious Studies

Paper 1	Paper 2
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
101 marks	101 marks

Art

Component 1: 2 projects	Component 2: Exam preparation portfolio	Exam
Coursework: Sep - Jan	Preparation for exam	Supervised: 10 hours
60% of the qualification		40% of the qualification

GCSE Specifications Overview of Assessment

PE

Component 1 Paper 1: Fitness and Body Systems	Component 2 Paper 2: Health and Performance	Component 3 & 4
Written examination: 1 hour and 40 minutes	Written examination: 1 hour and 15 minutes	Practical Performance (3 sports) Personal Exercise Programme (PEP)
36% of the qualification	24% of the qualification	40% of the qualification
90 marks	70 marks	125 marks

Revision Tips and Techniques

Go through your subject revision list and start writing notes on the topic

IN YOUR OWN WORDS.

Highlight the keywords and important bits in your notes. Use a key if you need to.

As you go through your notes, think about how you will be tested. What questions could be asked? Write questions for yourself as you go along, the simplest ones could be just recalling facts.

There's lots to revise so break down each topic into smaller chunks. Revise that chunk, and then test yourself.

Avoid distractions and really concentrate. Follow your revision timetable and stick to it!

DON'T PANIC!

Research

Analyse

Explore

Recall

Evaluate

Revision Tips and Techniques

WHERE SHOULD YOU REVISE

- KITCHEN
- OUTSIDE
- EVERYWHERE
- AFTER SCHOOL CLUBS
- LIBRARY
- BEDROOM
- STUDY

UNSURE! ASK FOR HELP TO ANSWER QUESTIONS

READ

COVER

- PAST PAPERS
- REVISION GUIDES
- DO HOMEWORK

WRITE

LISTEN

- MATHSWATCH
- TEACHER REVISION SESSIONS
- GROUPWORK

SEARCH THE APP STORES FOR GCSE REVISION APPS

VISUAL LEARNERS = POSTIT NOTES

30 MINUTES IS 1/48 OF A DAY. GIVE IT UP FOR A WHILE AND IN SUMMER YOU WILL SMILE!

HANDY WEBSITES

- MATHSWATCH
- YOUTUBE
- BBCBITESIZE
- MYMATHS
- EDEXCEL
- QA

REVISION TIMETABLE	
MONDAY	Maths
TUESDAY	Maths
WEDNESDAY	Maths
THURSDAY	Maths
FRIDAYS	Evening Club
WEEKEND	Maths



Revision Tips and Techniques

Check the venue and time of the exam.

Wake up early.

Have a balanced breakfast.

Before leaving home, check that you have everything.

If there are people around who are panicking avoid them!

Go to the toilet before the exam starts. There is no time to waste.

Head to the exam with plenty of time.

Remember to write your name on the exam paper.

Read all the questions before starting and allocate your time.

Don't be afraid to ask the examiner if you are not clear on a question.

Start answering the questions that you feel the most confident about.

If your brain freezes, just start writing and you will soon start remembering more detail.

Use every minute of the exam and if you have time left, review your answers.

Don't spend more time than you planned on a particular section.

STAY CALM, YOU HAVE NOTHING TO FEAR!

Notes

A series of horizontal dotted lines for writing notes.

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