



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 10 Curriculum and Assessment Guidance for Pupils and Parents

2019 - 2020

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, was the third year of the reformed 9 - 1 GCSEs in English Language, English Literature, and mathematics, and the second year of the reformed 9-1 GCSEs in 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.
- 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.

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)

- 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 '6' is the minimum grade needed to study A Levels.

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 SATS score			Year 7 Starting Grade	Year 7 Target Grade	Year 8 Target Grade	'New' GCSE Target (Year 9 onwards)
Reading	Maths	Reading & Maths Average				
119	113	116	4c	4a	5b	9
115	111	113	3a	4b	5c	8
109	109	109	3b	4c	4a	7
103	106	104.5	3c	3a	4b	7
100	103	101.5	2a	3b	4c	6
97	100	98.5	2b	3c	3a	6
93	95	94	2c	2a	3b	5
87	91	89.5	1a	2b	3c	5
86	88	87	1b	2c	2a	4
85	85	85	1c	1a	2b	4
80	80	80	-	1b	2c	3

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 | 2019-20

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%	11th May pm
AQA	Religious Studies	None	Paper 2	1 hour 45 minutes	101	50%	19th May am
OCR	Creative iMedia	None	Written paper	1 hour 15 minutes	60	25%	5th June pm

Year 10

Learning Journey in:

English	8
Mathematics (Higher)	10
Mathematics (Foundation)	11
Science	12
PE (Core)	13
Arabic	14
French	16
History	18
Geography	19
Computer Science	20
Creative iMedia	22
Religious Education	24
Art	25
PE (Edexcel GCSE)	26
GCSE Specifications	28
Revision Tips & Techniques	36

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

English Long Term Plan | Year 10 | 2019-20

	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>Reading: AO1, AO2 and AO4</p> <p>Fiction reading</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO4 - Critical analysis and informed personal response. Main focus AO4 - Q4</p> <p>Writing: AO5, AO6 AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3 and Writing AO4</p> <p>'An Inspector Calls'</p> <p>AO1 - Characters and themes AO2 - Writer's use of language & structure AO3 - Context AO4 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3</p> <p>Non-fiction reading</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO3 - Comparison of writers' ideas</p> <p>Main focus AO3 - Q4</p>	<p>Reading: AO1, AO2, AO3</p> <p>'Power and Conflict'</p> <p>AO1 - Characters and themes AO2 - Writer's use of language & structure AO3 - Context</p> <p>Unseen Poetry AO1 - Characters and themes AO2 - Writer's use of language & structure</p>	<p>Writing: AO5, AO6</p> <p>Non-fiction writing with links to themes in Literature.</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p> <p>Spoken Language Spoken Language: AO7, AO8, AO9</p> <p>AO7 - Use of Standard English. AO8 - Respond in Standard English. AO9 - Use Standard English effectively to respond in a variety of spoken contexts.</p>	<p>Reading: AO1, AO2, AO3</p> <p>'Macbeth'</p> <p>AO1 - Characters and themes AO2 - Writer's use of language & structure AO3 - Context AO4 - Technical accuracy + SPaG</p>
Key Content	<p>Language Paper 1 - Fiction</p> <p>(English Language, Paper 1, Section A and B)</p>	<p>Literature Paper 2 - Modern text</p> <p>(English Literature, Paper 2, Section A)</p>	<p>Language Paper 2 - Non-fiction</p> <p>(English Language, Paper 2, Section A)</p>	<p>Literature Paper 2 - Power and Conflict and unseen poetry</p> <p>(English Literature, Paper 2, Section B and C)</p>	<p>Non-fiction writing.</p> <p>(English Language Paper 2, Section B)</p>	<p>Shakespeare - 'Macbeth'</p> <p>(English Literature, Paper 1, Section A)</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty</p>		<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty</p>		<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty</p>	

English Long Term Plan | Year 10 | 2019-20

	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: Reading Task - Language analysis (not graded)</p> <p>MP2: Writing Task - Narrative writing (not graded)</p> <p>MP3: Reading Task - Personal response (Q4) (not graded)</p> <p>End Assessment: Language Reading and Writing task - Paper 1 Section A and B (graded)</p> <p>Feedback: Autumn 2 Week 2.</p>	<p>Homework MP1: Reading Task - Character question (not graded)</p> <p>MP2: Reading task - Thematic question (not graded)</p> <p>MP3: Reading Task - 'How far... or 'To what extent... ' (not graded)</p> <p>End Assessment: Literature Paper 2 Section A (graded)</p> <p>Feedback: Spring 1 Week 2.</p>	<p>Homework MP1: Reading Task - Summary question</p> <p>MP2: Reading Task - Language analysis (not graded)</p> <p>MP3: Reading task - Comparison of writers' perspectives.</p> <p>End Assessment: Language Paper 2 Section A (graded)</p> <p>Feedback: Spring 2 Week 2.</p>	<p>Homework MP1: Reading Task - 'Power and Conflict' comparison (not graded)</p> <p>MP2: Reading Task - Unseen poetry question 1 (not graded)</p> <p>MP3: Reading Task - Unseen poetry question 2 (not graded)</p> <p>End Assessment: Literature Paper 2 Section B and C (graded)</p> <p>Feedback: Summer 1, Week 2.</p>	<p>Homework MP1: Spoken Language - Presentation task (not graded)</p> <p>MP2: Writing Task - Article writing (not graded)</p> <p>MP3: Writing Task - Letter writing (not graded)</p> <p>End Assessment: Language Paper 2 Section A and B Literature Paper 1 Section A (graded)</p> <p>Feedback: Summer 2, Week 2.</p>	<p>Homework MP1: Reading task - Character question (not graded)</p> <p>MP2: Reading Task - Thematic question (not graded)</p> <p>MP3: Reading Task - 'How far... or 'To what extent... ' (not graded)</p> <p>End Assessment: Literature Paper 1 Section A (graded)</p> <p>Feedback: Summer.</p>
<p>Websites to help my learning: http://www.bbc.co.uk/schools/ks4bitesize/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 | 2019-20

	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; S hape 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 | 2019-20

	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 | 2019-20

	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: Animal coordination & control + Exchange & transport in animals.</p> <p>Physics: Forces & their effects & forces doing work.</p>	<p>Chemistry: Structure & Bonding + The periodic table.</p> <p>Physics: Electricity & Magnetism.</p>	<p>Biology: Plant structure & Function.</p> <p>Chemistry: Rates of Reaction & Energy changes.</p>	<p>Biology: Ecosystems & Material cycles.</p> <p>Chemistry: Fuels & Earth Science.</p>	<p>Biology: Revision</p> <p>Chemistry: Revision</p> <p>Physics: Particle Model + Revision</p>	<p>Chemistry: Separates Chemistry 1</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: Animal coordination & control, Exchange & Transport in animals, Forces & their effects & forces doing work.	Cumulative test on: Animal coordination & control, Exchange & Transport in animals, Forces & their effects & forces doing work, Electricity & magnetism, Structure & Bonding & the periodic table.	Cumulative test on: Animal coordination & control, Exchange & Transport in animals, Plant structure & Function, Ecosystems & Material cycles, Forces & their effects & forces doing work, Electricity & magnetism, Structure & Bonding & the periodic table, Rates of reaction & energy changes.	Cumulative test on: Animal coordination & control, Exchange & Transport in animals, Plant structure & Function, Ecosystems & Material cycles, Forces & their effects & forces doing work, Electricity & magnetism, Structure & Bonding & the periodic table, Rates of reaction & energy changes, Fuels & Earth Science.	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 Separates Chemistry 1.
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				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		

PE (Core) Long Term Plan | Year 10 | 2019-20

	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	Students will learn/ understand advanced skills/ techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/ techniques within the games of Basketball and Volleyball. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/ techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand how to lead a healthy, active lifestyle. Students will be able to apply aspects of fitness to elite sports performance. Students will be able to design and complete a training plan to improve their own fitness and/or an aspect of their performance.	Students will learn/ understand advanced skills/ techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand a range of advanced batting and fielding techniques and perform them with competence. Students will be able to select and apply a range of tactics to outwit opponents.
Key Content	Football - Team game/ invasion activity. Advanced technical and tactical development.	Basketball (4 weeks) - Advanced technical and tactical development. Conditioned game play. Volleyball (4 weeks) - Advanced technical and tactical development. Conditioned game play.	Handball - Advanced technical and tactical development. Conditioned game play.	Fitness - Developing an understanding of the components of a healthy, active lifestyle and the components of elite sports performance.	Net/wall activities - Lifelong participation in sport and physical activity. Advanced technical and tactical development in singles and doubles games.	Cricket - The development of advanced technical and tactical aspects of the game.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an 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.		Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	
Key Assessment Objectives and Suggested Assessments	Based on the ability of students to outwit opponents in the game of Football. 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 outwit opponents in the game of Basketball. 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 outwit opponents in the game of Handball. Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	Based on the students ability to exercise safely and effectively. To demonstrate a competent level of fitness and a clear understanding of the components of fitness, types of training, principles of training and training zones/intensities. GCSE PE theory links: Knowledge of key terminology and topics delivered on the GCSE specification. Students will be assessed on their ability to design and complete their own training programme.	Based on the ability of students to outwit opponents in net/wall activities. Badminton/Table Tennis 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 outwit opponents in striking and fielding games. Ability to use a range of batting and fielding techniques in conditioned game environments, applying effective tactics to outwit opponents.

Arabic Long Term Plan | Year 10 | 2019-20

	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>Vocabulary memorisation</p> <p>Understanding of written and spoken content.</p> <p>Use of adjectives and extended opinions to enhance writing.</p> <p>Combining three tenses.</p>	<p>Revision: Recap Vocabulary</p> <p>Understanding of written and spoken content.</p> <p>Expressing opinions and comparing both childhood and the present era.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Combining three tenses.</p>	<p>Revision: Vocabulary memorisation</p> <p>Understanding of written and spoken content.</p> <p>Expressing complex opinions using different languages device and structures.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Write extended texts on a variety of topics.</p> <p>Combining three tenses.</p>	<p>Revision: Recap Vocabulary</p> <p>Understanding of written and spoken content.</p> <p>Production of more complex sentences using connectives to extend them.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Write extended texts on a variety of topics.</p> <p>Combining three tenses.</p>	<p>Speaking prep: 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>Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures.</p>	
Key Content	Theme 5: International and global dimensions.	Theme 1: Identity and culture.	Theme 4: Future aspirations, study and work.	Theme 2 and 3: Holidays and travel and tourist transactions and school.	Theme 1,2,3,4 and 5:	
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.	

Arabic Long Term Plan | Year 10 | 2019-20

	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>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: Photocard stimulus</p> <p>Role play</p> <p>General conversation</p> <p>Writing: Photocard stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s)</p>	GCSE Exam	
Websites that can help my learning: https://www.memrise.com/				Visits to places that can help my learning: Mosques Trip to Morocco, UAE		

French Long Term Plan | Year 10 | 2019-20

	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>	
Key Content	<p>Au collèg</p> <ul style="list-style-type: none"> • School • School rules • French schools • Healthy living • School exchange <p>Present tense revision Reflexive verbs Near future tense Perfect tense Using two tenses together</p>	<p>Bon travail</p> <ul style="list-style-type: none"> • Careers • Hopes and wishes • Applying for jobs <p>Depuis + present tense Comparatives Irregular verbs in the present tense Negatives Perfect tense Using tenses together</p>	<p>Un oeil sur le monde</p> <ul style="list-style-type: none"> • Environment • Ethics • Volunteering • Social issues <p>Partitive article Adjectival agreement Pouvoir and devoir Venir de + infinitive Using three tenses together</p>	<p>Revision</p> <ul style="list-style-type: none"> • Town • Region • Things to do • Plans • Weather <p>Superlative Asking questions Si clauses Negatives</p>	<p>Speaking Preparation</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>	
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Promoting healthy lifestyle and sports ethic. Values of solidarity.</p>		<p>Appreciation of different cultures. Respect and Tolerance. Exploring cultural diversity.</p>		<p>Community cohesion, living together. Understand and appreciate viewpoints of others. Social responsibility.</p>	

French Long Term Plan | Year 10 | 2019-20

	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>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 Writing: Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s)</p> <p>Speaking: Photo card stimulus</p> <p>Role play</p> <p>General Conversation</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 Writing: Photocard stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s)</p> <p>Speaking: Photocard stimulus</p> <p>Role play</p> <p>General conversation</p>	GCSE Exams	
<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 | 2019-20

	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	AO1, 2 & 3	AO1, 2 & 3	AO1, 2 & 3	AO1, 2 & 4	AO1, 2 & 4	AO1 & 2
Key Content	Health: Part one: Medicine stands still 1.1 Medieval medicine. 1.2 Medieval medicine and progress. 1.3 Medieval medicine. 1.4 Public health in the Middle Ages.	Part two: The beginnings of change 2.1 The impact of the Renaissance on Britain. 2.2 Dealing with disease. 2.3 Prevention of disease. Part three: A revolution in medicine 3.1 The development of Germ Theory and a revolution in surgery. 3.2 Improvements in public health.	Part four: Modern medicine 4.1 Modern treatment of disease. 4.2 The impact of war and technology on surgery, 4.3 Modern public health.	Norman: Part one: The Normans - conquest and control 1.1 Background 1.2 Causes of the Norman Conquest 1.3 Military aspects 1.4 Establishing and maintaining control	Part two: Life under the Normans 2.1 Feudalism and government. 2.2 Economic and social changes and their consequences. Part three: The Norman Church and monasticism 3.1 The Church 3.2 Monasticism	Norman: Part four: The historic environment of Norman England.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Fairness Liberty Freedom Of Thought Freedom Of Speech		Freedom Of Thought Freedom Of Speech Democracy The Rule Of Law			
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.	AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	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.	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.	AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	EOY exam. Full Paper 1
Websites that can help my learning: https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance http://healthandthepeople.ncl.ac.uk/ https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time https://www.bbc.com/bitesize/guides/zsjnb9q/revision/1 https://www.intriguing-history.com/periods-history/normans-1066-1154/				Visits to places that can help my learning: Health - Museum of Science and Industry - Manchester Durham Cathedral		

Geography Long Term Plan | Year 10 | 2019-20

	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	Map skills. Social, economic, political and environmental perspectives. Knowledge of global inter relationships.	Economic understanding. Evaluation of key perspectives. Political understanding. Evaluation of effectiveness.	Place and space understanding. Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.	Place and space understanding. Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships. Evaluation of effectiveness.	Economic understanding. Evaluation of key perspectives. Political understanding. Evaluation of effectiveness. Place and space understanding. Map skills.	
Key Content	The Changing Economic World	The Challenge of Resource Management	Water Management	Revision	UK Physical Landscapes River Landscapes in the UK	Coastal Landscapes in the UK
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Management ethics, environmental understanding, social implications, conflict and politics.	Interdependence, environmental ethics, international collaboration.	Interdependence, environmental ethics, international collaboration.	Management ethics, environmental understanding, social implications, conflict and politics.	National Pride, migration, cultural understanding, deprivation and sustainability.	
Key Assessment Objectives and Suggested Assessments	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	EOY exam 2x classwork 1x homework	2x classwork 1x homework
Websites that can help my learning: http://www.geographyalltheway.com				Visits to places that can help my learning: Ecosystems: Blackpool Zoo, Brockholes Urban Environments: Bristol Regeneration Zone, Liverpool Albert Dock		

	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>Network Topologies, Protocols and Layers Uses the correct terminology and can explain the various keywords, explains packet switching in detail and accurately.</p> <p>Producing Robust Programs Uses the correct terminology and can explain the various keywords, can identify and explain the Syntax/Logic errors and explain their reasoning.</p> <p>System Security Discuss how data can be intercepted, explain vulnerabilities and how they can be exploited, write a network policy for an SME, and discuss the effects of encryption on organisations such as the Government.</p> <p>Data Representation (start) Know how data needs to be converted into a binary format to be processed by a computer.</p>	<p>Data Representation (finish) Know how to convert positive denary whole numbers into 8 bit binary numbers and vice versa, understand how a digital image is made up and be able to recognise the affect changing the resolution has on an image, understand how sound is stored into binary values, understand and be able to explain why the factors affect memory storage and how this can be overcome through file compression.</p> <p>Programming Techniques Use descriptive naming that identifies the purpose and type of data from the variable identifier, create sophisticated pseudocode/flowchart solution to solve a real world problem, use functions that return Boolean values to chunk selection statements, use nested selection for validation, use stepping to generate interfaces and automate testing of the programs, understand how recursion works, as an alternative to iteration, merge data from multiple files and perform searches for any data type, merge and resize arrays combining data read from multiple files, use a mixture of functions and procedures with parameter passing and returning, avoiding the use of global variables, use descriptive naming that identifies the purpose and the type of data from the variable identifier, advise another learner on the best data type.</p>	<p>Programming Project The Programming Project requires learners to use skills from Component 01 and Component 02 to create a solution to a set problem. They will code their solution in a suitable programming language. The solution must be tested to ensure they solve the stated problem. Learners must create a suitable test plan with appropriate test data. The code must be suitably annotated to describe the process. Test results should be annotated to show how these relate to the code, the test plan and the original problem. Learners will need to provide an evaluation of their solution based on the test evidence.</p>	<p>Programming Project The Programming Project requires learners to use skills from Component 01 and Component 02 to create a solution to a set problem. They will code their solution in a suitable programming language. The solution must be tested to ensure they solve the stated problem. Learners must create a suitable test plan with appropriate test data. The code must be suitably annotated to describe the process. Test results should be annotated to show how these relate to the code, the test plan and the original problem. Learners will need to provide an evaluation of their solution based on the test evidence.</p>	Revision	Revision

Computer Science Long Term Plan | Year 10 | 2019-20

	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 Content	<p>Network Topologies, Protocols and Layers Star and mesh network topologies, Wifi, ethernet, the uses of IP addressing, MAC addressing, and protocols, the concept of layers, packet switching.</p> <p>Producing Robust Programs Defensive design considerations, maintainability, the purpose of testing, types of testing, how to identify syntax and logic errors, selecting and using suitable test data.</p> <p>System Security Forms of attack, threats posed to networks, identifying and preventing vulnerabilities.</p> <p>Data Representation (start) Units, Numbers, Characters, Images, Sound, Compression.</p>	<p>Data Representation (finish) Units, Numbers, Characters, Images, Sound, Compression.</p> <p>Programming Techniques The use of variables, constants, operators, inputs, outputs and assignments, the use of the three basic programming constructs used to control the flow of a program, iteration (count and condition controlled loops), the use of basic string manipulation, the use of basic file handling operations, the use of records to store data, the use of SQL to search for data, the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays, how to use sub programs (functions and procedures) to produce structured code, the use of data types, the common arithmetic operators, the common Boolean operators.</p> <p>Programming Project (start) See Spring One</p>	<p>Programming Project (continue) Programming techniques, analysis, design, development, testing and evaluation and conclusions.</p>	<p>Programming Project (finish) Programming techniques, analysis, design, development, testing and evaluation and conclusions.</p> <p>Revision</p>	Revision	Revision
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	In Computer Science pupils will learn about the threats to data and the need for cybersecurity, they will also consider social engineering and the use of malware discussing the effects of these threats on society as a whole.		Computational thinking encourages students to develop and explore their problem-solving skills.			
Key Assessment Objectives and Suggested Assessments	Past/sample GCSE Paper 1	Past/sample GCSE Paper 2	Past/sample GCSE Paper 1	Past/sample GCSE Paper 2	Actual GCSE exams	
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 | 2019-20

	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>R082 LO3/4 Provides evidence of sourcing and creating assets, provides evidence of preparing the assets for use, provides evidence of using a range of tools and techniques to create the digital graphic, provides evidence of saving and exporting the digital graphic in suitable formats and properties, provides evidence of saving electronic files using suitable file and folder names and structures, writes a review of the finished graphic demonstrating what worked and what did not and identifies areas for improvement and further development of the final digital graphic.</p> <p>R088 LO1 Writes a summary of the uses and properties of digital sound, identifying sectors in which digital sound is used, writes a description of different audio file formats and the properties of digital sound, demonstrates an understanding of environmental considerations and limitations relating to audio recording.</p>	<p>Write an interpretation from client brief for a digital sound sequence, identification of target audience, create a work plan for the creation of the digital sound sequence, identify content and a sequence for the digital sound, write a list of equipment and software to be used in the creation of the digital sound sequence, justify selection in relation to the identified success criteria, demonstrate an understanding of legislation in relation to the use of sounds in digital sound sequences, provide evidence of relevant skills/knowledge/understanding from other units in the specification, record and source sounds to create assets, import assets into the chosen software, use sound editing, mixing and enhancement tools and techniques in ways that are appropriate, save and export the digital sound sequence, demonstrate awareness of the limitations imposed by different file formats and sizes, produce a digital sound sequence which reflects planning and meets the client requirements, write a review of the digital sound sequence demonstrates an understanding of what worked and what did not, referencing back to the brief, identifying areas for improvement and further development of the digital sound sequence.</p>	<p>Demonstrates an understanding of the origins and history of multipage comic strips, and shows a clear awareness of their target audiences, shows an understanding of comic strip characters and detailed knowledge of their respective physical and non-physical characteristics, describes software that can be used to create a comic strip, describing a range of tools that can be used and explains how these relate to the layout and features of the pages, demonstrates an understanding of panel placement and story flow, writes an interpretation from the client brief, identifies target audience requirements.</p>	<p>Writes script and storyline, provides evidence of skills/knowledge/understanding from other units in the specification, writes a storyboard and script, can identify assets and resources, demonstrates an understanding of legislation, sources and stores assets for use, using methods which are appropriate, prepares the page layout for the comic strip with panels, places assets into the prepared panels to produce an illustrated story, establishing key focal points for the story, integrates the script with the visual storyline to produce a comic strip storyline, which follows the plan, saves and exports the comic strip using appropriate formats, saves electronic files using file and folder names and structures, writes a review of the finished comic strip which demonstrates an understanding of what worked and what did not, referencing back to the brief, the review identifies areas for improvement and further development of the finished comic strip.</p>		

Creative iMedia Long Term Plan | Year 10 | 2019-20

	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 Content	R082 LO3/4 R088 LO1 Research multipage comic strips.	R088 LO2/3/4 Plan, produce and evaluate a multipage comic strip.	R084 LO1/2 Research and plan a digital audio sequence.	R084 LO2/3/4 Produce and evaluate a digital audio sequence.	CA Redraft	
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students explore ideas, feelings and meaning whilst interpreting a project brief. Students learn about respecting copyright and copyright law when developing digital products. Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.		Students are encouraged to recognise their own creativity when coming up with solutions to a design brief. Students consider accessibility issues when evaluating and developing digital products.			
Key Assessment Objectives and Suggested Assessments	Controlled Assessment	Controlled Assessment	Controlled Assessment	Controlled Assessment	Controlled Assessment	
Websites that can help my learning: http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf				Visits to places that can help my learning: BBC (Manchester) Museum of Science and Industry (Manchester)		

Religious Studies Long Term Plan | Year 10 | 2019-20

	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	Observe and interpret a wide range of ways in which commitment and identity are expressed in Christianity. Develop analysis and evaluation, accounting for the impact of diversity within and between religions.	Observe and interpret a wide range of ways in which commitment and identity are expressed in Islam. Develop analysis and evaluation, accounting for the impact of diversity within and between religions.	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	Christianity: Beliefs & Practices	Islam: Beliefs & Practices	AQA SPEC A Component 2 Revisit	AQA SPEC A Component 1 Revisit	Practice Questions Gap Fill Content check	Practice Questions Gap Fill Content check GCSE Exam
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.	
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. Question and Answer Assessment - Modelled According to AQA GCSE RE Paper 2: 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. Question and Answer Assessment - Modelled According to AQA GCSE RE Paper 2: 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. Question and Answer Assessment - Modelled According to AQA GCSE RE Paper 1: 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. Question and Answer Assessment - Modelled According to AQA GCSE RE Paper 1 & 2: 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. GCSE Exam AQA Spec A Religious Studies Paper 1 & 2: 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. AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.
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://www.senecalearning.com/ https://studywise.co.uk/gcse-revision/religious-studies/			Visits to places that can help my learning: Places of Worship, Community Centres and Prison, War Memorials and Galleries, Science Museums, Civil Service Organisations, Public Health Services		

Art Long Term Plan | Year 10 | 2019-20

	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	Developing Ideas <ul style="list-style-type: none"> Linking the artists studied to the observational drawings Creativity and originality 	Consolidation of skills to produce a final piece.	Artist Research <ul style="list-style-type: none"> Personal Research (pupils pick artists to study from a list) Research <ul style="list-style-type: none"> Personal Theme Responding <ul style="list-style-type: none"> Personal Response 	Media Exploration <ul style="list-style-type: none"> Oil Pastels Watercolour Acrylic Pencil Shading Mixed Medium Printing Techniques 	<ul style="list-style-type: none"> Observational Drawing/Recording Photography Photo Editing Observational Drawing AO2: Experimenting with appropriate media. 	Developing Ideas <ul style="list-style-type: none"> Linking the artists studied to the observational drawings. Creativity and originality
Key Content	AO3 <ul style="list-style-type: none"> Ideas Observational Drawing Linking to Artists Developing 	AO4 <ul style="list-style-type: none"> Final Piece Of Work Meaningful informed response Body of Work 	AO1 <ul style="list-style-type: none"> Research Artists Explore Annotate Theme Development 	AO2 <ul style="list-style-type: none"> Experiment with a range of media. Linking techniques to artist themes. 	AO3 <ul style="list-style-type: none"> Ideas Observational Drawing Linking to Artists Developing 	AO3 <ul style="list-style-type: none"> Ideas Observational Drawing Linking to Artists Developing
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Participation in the arts Use of imagination and creativity in students learning Willingness to reflect on their experiences- draft, redraft and refine/ self/ peer assessment/ critique. Due to the subjective nature of Art: respect for different people's feelings and values Researching artists from different religious, ethnic and socioeconomic backgrounds How Art impacts on society Understanding and appreciation of the wide range of cultural influences that have shaped Art					
Key Assessment Objectives and Suggested Assessments	Developed studies	Final piece	Artist research	Media samples	Observational studies	Developed studies
Websites that can help my learning: www.britishmueseum.org www.tate.org www.royalacademy.org.uk				Visits to places that can help my learning: Harris Museum Tate Modern Liverpool		

PE (Edexcel GCSE) Long Term Plan | Year 10 | 2019-20

	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>Students will demonstrate a secure knowledge and understanding of the structure and functions of the muscular-skeletal and cardio-respiratory systems.</p> <p>Students will demonstrate a secure knowledge of the components of fitness and methods of training. In addition, they will be able to apply these to specific sporting examples and evaluate their impact on training and performance.</p>	<p>Students will demonstrate a secure knowledge of the principles of training and apply them to a range of training programmes. Furthermore, students will be able to evaluate the benefits of sport and physical activity to the body systems and identify a range of sports injuries and the prevention measures to reduce their risk.</p>	<p>Students will demonstrate the ability to identify and analyse an aspect of their fitness and performance that requires improvement in one of their GCSE sports. Furthermore, they will demonstrate the ability to plan and design a 6 week training programme to improve performance.</p>	<p>Students will demonstrate the ability to carry out their PEP and constructively evaluate the strengths, weaknesses and success of their programme.</p>	<p>Students will demonstrate a secure knowledge and understanding of a range of sports psychology techniques and strategies. In addition, they will be able to apply their understanding to a wide range of sporting examples and exam based activities.</p>	<p>Students will demonstrate a secure knowledge and understanding of the types of practice, guidance and feedback in sport. In addition, they will be able to apply their understanding to a wide range of sporting examples and evaluate their effectiveness to different sports performers.</p>
Key Content	<p>Applied Anatomy and Physiology (Component 1). Reflection/completion of the following topics:</p> <ul style="list-style-type: none"> The structure and functions of the muscular-skeletal Cardio-respiratory systems. <p>Physical Training (Component 1) - Content includes the following topics:</p> <ul style="list-style-type: none"> Health and fitness The components of fitness Methods of training and fitness testing. 	<p>Physical Training (Component 1). Content includes the following topics:</p> <ul style="list-style-type: none"> The principles of training Warming up/cooling down Types of injury in sport Injury prevention The short/long term effects of exercise. 	<p>Completion of the Personal Exercise Programme (PEP). This component is worth 10% of the students overall grade in GCSE Physical Education.</p> <p>Introduction of after school intervention for the completion of the PEP.</p>	<p>Completion/Evaluation of the Personal Exercise Programme.</p> <p>Introduction of after school intervention for the completion of the PEP.</p>	<p>Sport Psychology (Component 2). Content to include the following topics:</p> <ul style="list-style-type: none"> Mental rehearsal Goal setting Skill classifications. 	<p>Sport Psychology (Component 2). Content to include the following topics:</p> <ul style="list-style-type: none"> Types of feedback Types of practice Types of guidance in sport.

PE (Edexcel GCSE) Long Term Plan | Year 10 | 2019-20

	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)	Students will have the opportunity to learn about the structure and functions of the human body. In addition, students will further enhance their understanding of health, fitness and legislation in sport.		Students will further enhance their understanding of health, fitness and legislation in sport. In addition, students will use their creative skills to design and complete a training programme to improve an aspect of their fitness and performance.		Students will understand a range of 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.	
Key Assessment Objectives and Suggested Assessments	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP1).	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP2).	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP3).	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP4).	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP5).	Exam based starter activities (multiple choice/short answer/long answer questions). Assessed homework tasks. Completion of exam style questions based on the topic delivered.
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		

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 iMedia
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

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

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

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

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 (PASTPAPERS)
- AQA (PASTPAPERS)

REVISION TIMETABLE	
MONDAY	MatRs
TUESDAY	MatRs
WEDNESDAY	MatRs
THURSDAY	MatRs
FRIDAYS	Evening Opts
WEEKEND	MatRs



Revision Tips and Techniques



Notes

A series of horizontal dotted lines for writing notes.

Eden Boys' School, Preston
Universal House, Adelaide Street, Preston, PR1 4BD
Tel: 01772 926000
Email: info@ebpreston.staracademies.org
www.edenboyspreston.com