



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

# *Year 10 Curriculum and Assessment Guidance for Pupils and Parents*

2020 - 2021

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



# Our Curriculum

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.

The curriculum that you will study during your five years with us is highly ambitious, academic and rounded in order to give you the best possible chance to succeed. Our focus is to ensure that you learn and make progress throughout your time here. We aim to develop you as a whole person through Faith and Character Education, enrichment and Leadership Development opportunities. We believe that this broad and rigorous curriculum will best equip you for pathways that lead to university, the professions and success in whatever career you eventually choose. We are determined that you will be able to compete on equal terms with pupils from the most privileged circumstances.

The curriculum is a five-year progression model. It is carefully designed, sequenced and planned so that you know more, remember more, and are able to do more across the five years.

With all of this in mind, our curriculum is designed around the following principles:

- Essential subject knowledge and terminology are carefully sequenced year-on-year
- Key subject skills and subject concepts are introduced sequentially and logically
- Content and coverage are planned to enable progress to be demonstrated and measured
- Age-related expectations can be defined (i.e. what subject learning should be mastered in each year)
- 'Catch-up and keep up' is a driving principle of the curriculum design

Your teachers are skilled in ensuring that learning is planned to build on prior learning. They use a range of strategies to ensure that you remember what you have previously been taught and further develop these skills and knowledge. These strategies include:

- Constantly referring to previous learning – e.g. starters, plenaries and discourse during lesson
- Engaging in lots of learning talk
- Vocabulary acquisition and explicit teaching of tier 3 vocabulary from year 7 onwards
- Providing you with time to independently apply your knowledge to different contexts, drawing on prior learning
- Using cumulative, age appropriate tests judiciously to inform planning and identify gaps

## 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 a range of data, you will be set challenging targets for each subject at the start of the year.

The chart below shows how you should progress from Year 7 to GCSE.

Year 7 Starting Grade	Year 7 Target Grade	Year 8 Target Grade	'New' GCSE Target (Year 9 onwards)
4c	4a	5b	9
3a	4b	5c	8
3b	4c	4a	7
3c	3a	4b	7
2a	3b	4c	6
2b	3c	3a	6
2c	2a	3b	5
1a	2b	3c	5
1b	2c	2a	4
1c	1a	2b	4
-	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.

## Provisional Exam Timetable | Year 10 | 2020-21

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%	14th May '21
AQA	Religious Studies	None	Paper 2	1 hour 45 minutes	101	50%	25th May '21
OCR	Creative iMedia	None	Written paper	1 hour 15 minutes	60	25%	10th June '21
OCR	Computer Science	None	Paper 1	1 hour 30 minutes	80	50%	14th May '21
OCR	Computer Science	None	Paper 2	1 hour 30 minutes	80	50%	21st May '21

All exam content and dates are subject to change



# Year 10

## Learning Journey in:

English	8
Mathematics (Higher)	10
Mathematics (Foundation)	11
Science	12
PE (Core)	13
French	14
History	16
Geography	17
Computer Science	18
Creative iMedia	20
PSHE	21
Religious Education	22
Art	23
PE (Edexcel GCSE)	24
GCSE Specifications	26
Revision Tips & Techniques	33

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

# English Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Use knowledge gained from wide reading to inform and improve writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Use knowledge gained from wide reading to inform and improve writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p> <p><b>Spoken Language:</b> Listen to and understand spoken language and use spoken Standard English effectively.</p>
<b>Key Content</b>	English Language Paper 1: Exploration in Creative Reading and Writing	English Literature Paper 1: 19th Century Fiction, A Christmas Carol	English Literature Paper 2: Power and Conflict Poetry (7 poems)	English Language Paper 2: Writers' viewpoints and perspectives	English Literature Paper 1: Macbeth	English Literature Paper 1: Macbeth  Spoken Language: Presentations

# English Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in learning. Rule of Law. Individual Liberty. Tolerance of Others. Mutual Respect.		Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Democracy. Mutual Respect. Tolerance of others.		Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in learning. Rule of Law. Individual Liberty.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>MP1:</b> Writer's methods retention quiz.  <b>AP1/MP2:</b> Language Paper 1: Section A.  <b>AP1:</b> Language Paper 1: Section.	<b>MP1:</b> A Christmas Carol retention quiz.  <b>MP2:</b> ACC extract analysis.  <b>AP2:</b> Literature Paper 1: Section B.	<b>MP1:</b> Retention quiz on Poems.  <b>MP2:</b> Poetry analysis.  <b>AP3:</b> Literature Paper 2: Section B.	<b>MP1:</b> Retention quiz.  <b>MP2/AP3:</b> Language Paper 2 Section A.  <b>MP3/AP3:</b> Language Paper 2: Section B.	<b>MP1:</b> Macbeth extract analysis.  <b>MP2:</b> Summative retention Quiz 1.  <b>AP5:</b> Literature Paper 1: Section A.	<b>MP1:</b> Write a speech.  <b>MP2:</b> Spoken Language Presentations.  <b>MP3:</b> Macbeth Summative Retention Quiz 2.
<b>Websites to help my learning:</b> <a href="http://www.bbc.co.uk/schools/ks4bitesize/English/">http://www.bbc.co.uk/schools/ks4bitesize/English/</a> <a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a> , <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.channel4learning.com/support/websites/english.html">http://www.channel4learning.com/support/websites/english.html</a> <a href="http://www.channel4learning.com/sites/waywithwords/index.html">http://www.channel4learning.com/sites/waywithwords/index.html</a> <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a>				<b>Visits to places that can help my learning:</b> Plays – theatre, libraries		

# Mathematics Higher Tier Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	G2 Geometry G3 Geometry	A3 Algebra P1 Probability	R1 Ratio & Proportion G4 Geometry	G5 Geometry	S2 Statistics	A4 Algebra
<b>Key Content</b>	G2 Area & Volume G3 Transformations & Constructions	A3 Equations & Inequalities P1 Probability	R1 Multiplicative Reasoning G4 Similarity & Congruence	G5 More Trigonometry	S2 Further Statistics	A4 Equations & Graphs
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Making Sense of the World Around Us. Shape Patterns Around The World. Islamic Art & Culture. Rangoli Designs & Mandalas.		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.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Half-term test (Cumulative) – N1, A1, S1, N2, G1, A2, G2 & G3	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	End-of-term test (Cumulative) – N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4 & G5	<b>Year 10 Examination (Cumulative)</b> – 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
<b>Websites that can help my learning:</b> www.hegartymaths.com www.nrich.maths.org.uk www.methodmaths.com www.ukmt.org.uk www.youtube.co.uk (Khan Academy)				<b>Visits to places that can help my learning:</b> Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

# Mathematics Foundation Tier Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	S2 Statistics G2 Geometry	A3 Algebra G3 Geometry	R1 Ratio & Proportion	G4 Geometry	P1 Probability R2 Ratio & Proportion	G5 Geometry
<b>Key Content</b>	S2 Averages & Range G2 Perimeter, Area & Volume 1	A3 Graphs G3 Transformations	R1 Ratio & Proportion	G4 Right-Angled Triangles	P1 Probability R2 Multiplicative Reasoning	G5 Constructions, Loci & Bearings
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	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.		Financial Decision Making. Islamic Art & Culture. Rangoli Designs & Mandalas.		Islamic Art & Culture. Rangoli Designs & Mandalas. Use of ratio & scale in real life; in sport, cycling; map reading.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Half-term test (Cumulative) – N1, A1, S1, N2, A2, G1, S2 & G2	Half-term test (Cumulative) – N1, A1, S1, N2, A2, G1, S2, G2, A3 & G3	End-of-term test (Cumulative) – N1, A1, S1, N2, A2, G1, S2, G2, A3, G3 & R1	End-of-term test (Cumulative) – N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1 & G4	<b>Year 10 Examination (Cumulative)</b> – 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
<b>Websites that can help my learning:</b> www.hegartymaths.com www.nrich.maths.org.uk www.methodmaths.com www.ukmt.org.uk www.youtube.co.uk (Khan Academy)				<b>Visits to places that can help my learning:</b> Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

# Science Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.
<b>Key Content</b>	<p><b>Biology:</b> Animal coordination &amp; control + Exchange &amp; transport in animals.</p> <p><b>Physics:</b> Forces &amp; their effects + forces doing work.</p>	<p><b>Chemistry:</b> Structure &amp; Bonding + The Periodic Table.</p> <p><b>Physics:</b> Electricity &amp; Magnetism.</p>	<p><b>Biology:</b> Plant structure &amp; Function.</p> <p><b>Chemistry:</b> Rates of Reaction &amp; Energy changes.</p>	<p><b>Biology:</b> Ecosystems &amp; Material cycles.</p> <p><b>Chemistry:</b> Fuels &amp; Earth Science.</p>	<p><b>Biology:</b> Revision.</p> <p><b>Chemistry:</b> Revision.</p> <p><b>Physics:</b> Particle Model + Revision.</p>	<p><b>Chemistry:</b> Separates Chemistry 1 &amp; 2.</p> <p><b>Physics:</b> Static Electricity &amp; Astronomy.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	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.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Cumulative test on: Animal coordination & control, Exchange & Transport in animals, Forces & their effects and 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.	<b>EOY exam</b> 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 for separates – tested on Separates Chemistry 1&2, Astronomy & Static electricity.
<b>Websites that can help my learning:</b> <a href="http://www.samlearning.com/examrevision/index.html">http://www.samlearning.com/examrevision/index.html</a> BBC Bitesize <a href="http://www.bbc.co.uk/revision">www.bbc.co.uk/revision</a> GCSE bitesize revision, <a href="http://www.bbc.co.uk/schools/gcsebitesize/">www.bbc.co.uk/schools/gcsebitesize/</a> Learn <a href="http://www.learnthings.co.uk">www.learnthings.co.uk</a> S-Cool <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a> <a href="http://www.studysuccess.co.uk">www.studysuccess.co.uk</a> <a href="http://www.gcse.com">www.gcse.com</a> Revision time <a href="http://www.revisiontime.com">www.revisiontime.com</a> Creative Chemistry: <a href="http://www.creative-chemistry.org.uk">www.creative-chemistry.org.uk</a>				<b>Visits to places that can help my learning:</b> 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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Students will learn, understand and be able to perform 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 and be able to perform advanced skills/ techniques within the sports of Basketball and Volleyball. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn, understand and be able to perform 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 and be able to perform advanced skills/ techniques within the games of Table Tennis and Badminton. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn, understand and be able to perform a range of advanced batting and fielding techniques. Students will be able to select and apply a range of tactics to outwit opponents.
<b>Key Content</b>	<b>Football</b> – Team game/ invasion activity. Advanced technical and tactical development.	<b>Basketball</b> (4 weeks) - Advanced technical and tactical development. Conditioned game play. <b>Volleyball</b> (3 weeks) - Advanced technical and tactical development. Conditioned game play.	<b>Handball</b> – Advanced technical and tactical development. Conditioned game play.	<b>Fitness</b> – Developing an understanding of the components of a healthy, active lifestyle and the components of elite sports performance.	<b>Net/wall activities</b> – Lifelong participation in sport and physical activity. Advanced technical and tactical development in singles and doubles games.	<b>Cricket</b> – The development of advanced technical and tactical aspects of the game.
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. Students will understand the importance of teamwork, team unity and how to compete with respect and fairness towards others. Students will 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 a 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 Students will understand the importance of teamwork, team unity and how to compete with respect and fairness towards others. Students will develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In Students will understand the importance of teamwork, team unity and how to compete with respect and fairness towards others. Students will develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In Students will understand the importance of teamwork, team unity and how to compete with respect and fairness towards others. Students will develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In Students will understand the importance of teamwork, team unity and how to compete with respect and fairness towards others. Students will develop an understanding of the rules and laws of sports from differing cultures.
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>Based on the ability of students to outwit opponents in the game of Football.</b> Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	<b>Based on the ability of students to outwit opponents in the games of Basketball and Volleyball.</b> Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	<b>Based on the ability of students to outwit opponents in the game of Handball.</b> Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	<b>Based on the students ability to exercise safely and effectively.</b> To demonstrate a competent level of fitness and a clear understanding of the components of fitness, methods 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 a training programme.	<b>Based on the ability of students to outwit opponents in net/wall activities.</b> <b>Badminton/Table Tennis</b> – Ability to use a wide range of techniques with competence to outwit opponents. Ability to apply effective tactics in singles and doubles game play.	<b>Based on the ability of students to outwit opponents in striking and fielding games.</b> Ability to use a range of batting and fielding techniques in conditioned game environments, applying effective tactics to outwit opponents.

# French Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<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. 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>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>Madame..!</p> <p>Say the next.</p> <p>Jigsaw reading.</p> <p>Draw it.</p> <p>Colour code.</p> <p>Mystic Meg.</p> <p>Tick off.</p> <p>Transcripts.</p> <p>Music &amp; words.</p> <p>Which worked best?</p>	<p>Photo card (F).</p> <p>40 word question (F).</p> <p>Sentences to translate into French (F).</p> <p>90 word question (F/H).</p> <p>150 word question (H).</p> <p>Paragraph to translate into French (H).</p>	<p>Role Play.</p> <p>Photo card.</p> <p>General conversation.</p>
<b>Key Content</b>	<p><b>Revision: Au collège/Le grand large</b></p> <p>Present tense revision.</p> <p>Reflexive verbs.</p> <p>Near future tense.</p> <p>Perfect tense.</p> <p>Using two tenses together.</p>	<p><b>Bon travail</b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Hopes and wishes</li> <li>• Applying for jobs</li> </ul> <p><i>Depuis</i> + present tense.</p> <p>Comparatives.</p> <p>Irregular verbs in the present tense.</p> <p>Negatives.</p> <p>Perfect tense.</p> <p>Using tenses together.</p>	<p><b>Skills work – Reading</b></p> <p>Different reading strategies.</p> <p>Followed up with exam style questions</p> <p>Cognates.</p> <p>Similes/antonyms.</p> <p>Grammatical structures.</p> <p>Context.</p>	<p><b>Skills work – Listening</b></p> <p>Different listening strategies. Followed up with exam style questions.</p> <ul style="list-style-type: none"> <li>• Family and free time</li> <li>• Home and local area</li> <li>• Jobs and future employment</li> <li>• Social and global issues</li> <li>• School and post 16</li> </ul>	<p><b>Skills work – Writing and Translation</b></p> <p>Themes 1-3 in exam style formats:</p> <ul style="list-style-type: none"> <li>• Family and free time</li> <li>• Home and local area</li> <li>• Jobs and future employment</li> <li>• Social and global issues</li> <li>• School and post 16</li> </ul>	<p><b>Skills work – Speaking</b></p> <p>Themes 1-3 in exam style formats:</p> <ul style="list-style-type: none"> <li>• Family and free time</li> <li>• Home and local area</li> <li>• Jobs and future employment</li> <li>• Social and global issues</li> <li>• School and post 16</li> </ul>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	<p>Promoting healthy lifestyle and sports ethic.</p> <p>Values of solidarity.</p>		<p>Appreciation of different cultures.</p> <p>Respect and Tolerance.</p> <p>Exploring cultural diversity.</p>		<p>Community cohesion, living together.</p> <p>Understand and appreciate viewpoints of others.</p> <p>Social responsibility.</p>	

# French Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>Reading and Listening</b>  <b>Reading:</b>                      Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p><b>Listening:</b>                      Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Speaking and Writing</b>  <b>Writing:</b>                      Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s).</p> <p><b>Speaking:</b>                      Photo card stimulus.</p> <p>Role play.</p> <p>General Conversation.</p>	<p><b>Speaking and Writing</b>  <b>Writing:</b>                      Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s).</p> <p><b>Speaking:</b>                      Photo card stimulus.</p> <p>Role play.</p> <p>General Conversation.</p>	<p><b>Listening:</b>                      Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Writing and Translation:</b>                      Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Extended writing task(s).</p>	<p><b>Speaking – EOY:</b>                      Photo card stimulus.</p> <p>Role play.</p> <p>General Conversation.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a>  <a href="http://www.linguascope.com">http://www.linguascope.com</a>  <a href="https://www.memrise.com/">https://www.memrise.com/</a></p>				<p><b>Visits to places that can help my learning:</b>                      Alliance Française at the French Embassy (cultural events)                      Trip to France</p>		

# History Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	AO1, 2 & 3	AO1, 2 & 3	AO1, 2 & 3	AO1, 2 & 4	AO1, 2 & 4	AO1 & 2
<b>Key Content</b>	<b>Health:</b> <b>Part One: Medicine stands still</b> 1.1 Medieval medicine. 1.2 Medieval medicine and progress. 1.3 Medieval medicine. 1.4 Public health in the Middle Ages.	<b>Part Two: The beginnings of change</b> 2.1 The impact of the Renaissance on Britain. 2.2 Dealing with disease. 2.3 Prevention of disease.  <b>Part Three: A revolution in medicine</b> 3.1 The development of Germ Theory and a revolution in surgery. 3.2 Improvements in public health.	<b>Part Four: Modern medicine</b> 4.1 Modern treatment of disease. 4.2 The impact of war and technology on surgery. 4.3 Modern public health.	<b>Norman:</b> <b>Part One: The Normans – conquest and control</b> 1.1 Background. 1.2 Causes of the Norman Conquest. 1.3 Military aspects. 1.4 Establishing and maintaining control.	<b>Part Two: Life under the Normans</b> 2.1 Feudalism and government. 2.2 Economic and social changes and their consequences.  <b>Part Three: The Norman Church and monasticism</b> 3.1 The Church. 3.2 Monasticism.	<b>Part Four: The historic environment of Norman England</b>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Fairness; Liberty, Freedom of thought; Freedom of speech.		Fairness; Liberty, Freedom of thought; Freedom of speech.		Freedom of thought; Freedom of speech democracy; The rule of law.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied.  <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts.	<b>AO3:</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied.  <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts.  <b>AO3:</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied.  <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts.	<b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	<b>EOY exam.</b> Full Paper 1
<b>Websites that can help my learning:</b> <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance">https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance</a> <a href="http://healthandthepeople.ncl.ac.uk/">http://healthandthepeople.ncl.ac.uk/</a> <a href="https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time">https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time</a> <a href="https://www.bbc.com/bitesize/guides/zsjnb9q/revision/1">https://www.bbc.com/bitesize/guides/zsjnb9q/revision/1</a> <a href="https://www.intriguing-history.com/periods-history/normans-1066-1154/">https://www.intriguing-history.com/periods-history/normans-1066-1154/</a>				<b>Visits to places that can help my learning:</b> Health: Museum of Science and Industry – Manchester Durham Cathedral		

# Geography Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	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.		Map skills. Data analysis. Data manipulation. Evaluating data collection and presentation methods. Data justification. Mathematical skills.	
<b>Key Content</b>	Urban Issues and Challenges	Urban Issues and Challenges	The Changing Economic World	The Changing Economic World	Data collection, handling and interpretation.	Fieldwork
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	National Pride, migration, cultural understanding, deprivation and sustainability.		Management ethics, environmental understanding, social implications, conflict and politics.		Interdependence, management ethics, environmental understanding, social implications, conflict and politics.	
<b>Key Assessment Objectives and Suggested Assessments</b>	End of unit test 1x classwork 1x homework	End of unit test 1x classwork 1x homework	End of unit test 1x classwork 1x homework	End of unit test 1x classwork 1x homework	<b>EOY ex am</b> 1x classwork 1x homework	1x classwork 1x homework
<b>Websites that can help my learning:</b> <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a>				<b>Visits to places that can help my learning:</b> Urban Environments: Bristol Regeneration Zone, Liverpool Albert Dock		

# Computer Science Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Recap of skills from Year 9 Summer 1 and Summer 2, due to school closure as of Covid 19.	<p><b>Data Representation (finish)</b> 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><b>System Security</b> 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><b>Ethical, legal, cultural and environmental concerns</b> Know and understand what stakeholders are and how they are affected by technology. Understand the different legislative laws that apply to technology and using computers. Know what open source and proprietary software are, where they are used and how they are licensed.</p> <p><b>Programming Project</b> 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><b>Programming Project</b> 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><b>Programming Project</b> 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><b>Exam Preparation &amp; Revision</b> Mastery of exam techniques and skills.</p>	
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	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.		In Computing pupils learn about legislation and even though they may be free to roam the Internet there are certain laws and rules that they need to adhere to. This promotes fundamental British Values of freedom but awareness of legislation.	

# Computer Science Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Content</b>	<p><b>Introduction to Computer Networks</b>  <b>Creating error free Programs</b>                      Recap.  <b>Wired and Wireless Networks</b>                      Types of networks. Factors that affect the performance of networks. Client server and peer to peer networks. The hardware needed to make a network. Local Area Networks. Wide Area Networks. Virtual networks.  <b>Producing Robust Programs</b>                      Defensive design considerations. Maintainability. Purpose of testing and different types of testing. Identification of syntax and logic errors. Selecting and using suitable test data.  <b>Network Topologies, Protocols and Layers</b>                      Star and Mesh network topologies. Wifi and Ethernet. Uses of IP addressing, MAC addressing, and protocols. The concept of layers. Packet switching.  <b>Data Representation.</b>                      Binary units are used to represent:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Characters</li> <li>• Images</li> <li>• Sound</li> </ul> Effects of compression on data.	<p><b>Data Representation</b>                      Binary units are used to represent:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Characters</li> <li>• Images</li> <li>• Sound</li> </ul> Effects of compression on data. <b>System Security</b> System Security. Forms of attack, threats posed to networks, identifying and preventing vulnerabilities.	<p><b>Ethical, legal, cultural and environmental concerns</b>                      Investigating Computer Science technologies while considering:</p> <ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Legal issues</li> <li>• Cultural issues</li> <li>• Environmental issues</li> <li>• Privacy issues</li> </ul> How key stakeholders are affected by technologies. Environmental impact of Computer Science. Cultural implications of Computer Science. Open source vs proprietary software. Legislation relevant to Computer Science: <ul style="list-style-type: none"> <li>• The Data Protection Act 1998</li> <li>• Computer Misuse Act 1990</li> <li>• Copyright Designs and Patents Act 1988</li> <li>• Creative Commons Licensing</li> <li>• Freedom of Information Act 2000</li> </ul> <b>Controlled Assessment Programming project (Python)</b> Programming techniques, analysis, design, development, testing and evaluation and conclusions.	<p><b>Controlled Assessment Programming project (Python)</b>                      Programming techniques, analysis, design, development, testing and evaluation and conclusions.</p>	<p><b>Controlled Assessment Programming project (Python)</b>                      Programming techniques, analysis, design, development, testing and evaluation and conclusions.  <b>Exam Preparation &amp; Revision</b>  <b>Paper 1:</b>  <b>Computer systems</b>                      Systems Architecture. Memory. Storage. Wired and wireless networks. Network topologies, protocols and layers. System security. System software. Ethical, legal, cultural and environmental concerns  <b>Paper 2:</b>  <b>Computational Thinking</b>                      Algorithms Programming techniques. Producing robust programs. Computational logic. Translators and facilities of languages. Data representation.</p>	<p>Course finished</p>
<b>Key Assessment Objectives and Suggested Assessments</b>	GCSE-style assessment on: Networks. Wired and wireless. Robust Programs. Network Topologies.	GCSE-style assessment on: System security. Data Representation	GCSE Past paper 1	GCSE Past paper 2	Past papers 1 and 2	
<b>Websites that can help my learning:</b> <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> , <a href="https://www.codecademy.com">https://www.codecademy.com</a> , <a href="https://codecombat.com">https://codecombat.com</a>				<b>Visits to places that can help my learning:</b> Bletchley Park (Milton Keynes), The National Museum of Computing (Milton Keynes), Centre for Computing History (Cambridge), Manchester MOSI		

# Creative iMedia Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Practical production skills. Theoretical research, planning and evaluation skills.	Practical production skills. Theoretical evaluation skills.	Theoretical research, and planning skills.	Practical production skills. Theoretical evaluation skills.	N/A	N/A
<b>Key Content</b>	<p><b>RO82 LO3</b> Producing and evaluating a book cover.</p> <p><b>RO82 LO4</b> Researching and planning a comic strip.</p> <p>Origins and history of multipage comic strips, understanding of comic strip characters, panel placement and flow, client requirements, target audience, script and storyline, mood board, mind map.</p>	<p><b>RO84 LO3 &amp; LO4</b> Making and evaluating a comic strip.</p> <p>Identify assets and resources, legislation, collect assets, make page layout, make comic, identify software, evaluation.</p> <p>R081 revision.</p>	<p><b>RO87 LO1 &amp; LO2</b> Researching and planning an interactive multimedia product.</p> <p>Investigate IMMPS, identify resources needed to make and view IMMPS, research connections, identify file formats, client requirements, target audience, work plan, mood board, mind map, navigation plan, identify assets and resources, visualisation diagrams.</p>	<p><b>RO87 LO3 &amp; LO4</b> Producing and evaluating an interactive multimedia product.</p> <p>Test plan, legal issues, source assets, prepare structure, make IMMPS, export, evaluate.</p>	N/A	N/A
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students are encouraged to reflect from the position of a particular audience viewpoint. When creating digital products, students look at the impact of age, gender and disability on individuals' choice/use of digital devices.		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.		N/A	
<b>Key Assessment Objectives and Suggested Assessments</b>	R081 past paper (exam)	R081 past paper (exam)	R081 past paper (exam)	R081 past paper (exam)	N/A	N/A
<b>Websites that can help my learning:</b> <a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a> <a href="http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf">http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf</a>				<b>Visits to places that can help my learning:</b> BBC (Manchester) Museum of Science and Industry (Manchester)		

# PSHE Long Term Plan | Year 10 | 2020-21

	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<b>Health and Well Being:</b> Sexual Relationships and Health.	<b>Relationships:</b> Being Safe.
<b>Key Content</b>	Adolescence Types of Relationships Abusive Relationships Forced Marriage Sexual Bullying Healthy Relationships Seeking Help	Sex Sexting Consent Rape Harassment and Stalking FGM
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Tolerance & respect. Liberty. Fairness. Freedom of Association. Social Responsibility. Rule of Law.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.  Active citizenship questions: questions on the citizenship action of others and themselves.	<b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.  Active citizenship questions: questions on the citizenship action of others and themselves.
<b>Websites that can help my learning:</b> <a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a> <a href="http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf">http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf</a>		

# Religious Studies Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	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 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 Christianity. 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.	
<b>Key Content</b>	<b>AQA Spec A RS Paper 1</b> Topic 1 Christianity: Beliefs & Teachings.	<b>AQA Spec A RS Paper 1</b> Topic 2 Christianity: Practices.	<b>AQA Spec A RS Paper 1</b> Topic 3 & 4 Islam: Beliefs, Teachings and Practices.	<b>AQA Spec A RS Paper 1</b> Christianity & Islam Beliefs, Teachings and Practices Revisit.  <b>AQA Spec A RS Paper 2</b> Theme A, B, D & E Revisit	<b>AQA Spec A RS Paper 1 &amp; 2</b> Practice Questions. Gap Fill. Content check.	
<b>Spiritual, Moral, Social and Cultural Theme (SMSC)</b> <b>Fundamental British Values (FBV)</b>	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.					
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence					
	<b>AQA Spec A RS GCSE Mock Examination</b> AQA Spec A RS Paper 2 Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AQA Spec A RS GCSE Mock Examination</b> AQA Spec A RS Paper 2 Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AQA Spec A RS GCSE Mock Examination</b> AQA Spec A RS Paper 2 Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AQA Spec A RS GCSE Mock Examination</b> AQA Spec A RS Paper 1 Topic 1, 2, 3 & 4 AQA Spec A RS Paper 2 Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AQA Spec A RS GCSE Examination</b> AQA Spec A RS Paper 1 Topic 1, 2, 3 & 4 AQA Spec A RS Paper 2 Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	
<b>Websites that can help my learning:</b>	<a href="https://revisionworld.com/gcse-revision/rs-religious-studies">https://revisionworld.com/gcse-revision/rs-religious-studies</a> <a href="http://www.rsrevision.com/contents/index.htm">http://www.rsrevision.com/contents/index.htm</a> <a href="http://www.bbc.co.uk/education/subjects/zb48q6f">http://www.bbc.co.uk/education/subjects/zb48q6f</a> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050</a>			<a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> <a href="http://request.org.uk/">http://request.org.uk/</a> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> <a href="https://studywise.co.uk/gcse-revision/religious-studies/">https://studywise.co.uk/gcse-revision/religious-studies/</a>		<b>Visits to places that can help my learning:</b> 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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<p><b>Artist Research:</b></p> <ul style="list-style-type: none"> <li>The Boyle family</li> <li>Flavio Samelo</li> <li>Berenice Abbott</li> </ul> <p>(additional artists for has)</p> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>Photographs in the style of...</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Edited in the style of...</li> </ul>	<p>Media exploration. Photography. Drawing skills. Photo manipulation-weaving, slicing etc. Drawing into photographs. Layering designs...</p>	<p><b>Observational drawing/ recording.</b></p> <ul style="list-style-type: none"> <li>Photography</li> <li>Photo editing</li> <li>Observational drawing</li> </ul> <p><b>AO2:</b> Experimenting with appropriate media.</p>	<p><b>Developing ideas:</b></p> <ul style="list-style-type: none"> <li>Linking the artists studied to the observational drawings.</li> <li>Creativity and originality</li> </ul>	<p><b>Developing ideas:</b></p> <ul style="list-style-type: none"> <li>Linking the artists studied to the observational drawings.</li> <li>Creativity and originality.</li> </ul>	<p><b>Final piece:</b> Linking and developing on from the artists studied and the body of developmental work to create a personalised final piece.</p>
<b>Key Content</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Research artists</li> <li>Explore</li> <li>Annotate</li> <li>Theme development</li> </ul>	<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of media.</li> <li>Linking techniques to artist themes.</li> </ul>	<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Ideas</li> <li>Observational drawing</li> <li>Linking to artists</li> <li>Developing</li> </ul>	<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Ideas</li> <li>Observational drawing</li> <li>Linking to artists</li> <li>Developing</li> </ul>	<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Ideas</li> <li>Observational drawing</li> <li>Linking to artists</li> <li>Developing</li> </ul>	<p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>Final piece</li> <li>Personalised response</li> </ul>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	<p>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.</p>					
<b>Key Assessment Objectives and Suggested Assessments</b>	Artist research	Media samples	Observational studies	Developed studies	Developed studies	Final piece
<b>Websites that can help my learning:</b> www.britishmuseum.org www.tate.org www.royalacademy.org.uk				<b>Visits to places that can help my learning:</b> Harris Museum Tate Modern Liverpool		

# PE (Edexcel GCSE) Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<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 explain the long-term effects. Moreover, they will be able to identify a range of sports injuries and the prevention measures that reduce their risk.</p>	<p>Students will demonstrate the ability to identify and analyse an aspect of their performance that requires improvement in one of their GCSE PE sports. Furthermore, they will demonstrate the ability to plan and design a 6-week training programme to improve their chosen performance area.</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>
<b>Key Content</b>	<p>Applied Anatomy and Physiology (Component 1). Reflection, mastery and completion of the following topics:</p> <ul style="list-style-type: none"> <li>• The structure and functions of the muscular-skeletal.</li> <li>• Cardio-respiratory systems.</li> </ul> <p>Physical Training (Component 1) – Content includes the delivery of the following topics:</p> <ul style="list-style-type: none"> <li>• Health and fitness.</li> <li>• The components of fitness.</li> <li>• Methods of training.</li> <li>• Fitness testing.</li> </ul>	<p>Physical Training (Component 1). Content includes the delivery of the following topics:</p> <ul style="list-style-type: none"> <li>• Fitness classes.</li> <li>• The principles of training.</li> <li>• Warming up/cooling down.</li> <li>• Types of injury in sport.</li> <li>• Injury prevention.</li> <li>• The short and long term effects of exercise.</li> </ul>	<p>Completion of the Personal Exercise Programme (PEP) – This component is worth 10% of the students overall grade in GCSE Physical Education.</p> <p>PEP – Completion of section 1: “Aim and Planning Analysis.”</p> <p>PEP – Planning of the 6-week training programme.</p> <p>Introduction of after school intervention for the completion of the PEP.</p>	<p>Completion of the Personal Exercise Programme (6-week training plan) and training record forms.</p> <p>Completion of the “Evaluation” of the PEP. Continuation of after school intervention for the completion of the PEP.</p>	<p>Sport Psychology (Component 2). Content to include the delivery of the following topics:</p> <ul style="list-style-type: none"> <li>• Mental rehearsal</li> <li>• Goal setting</li> <li>• SMART targets</li> <li>• Skill classifications</li> </ul>	<p>Sport Psychology (Component 2). Content to include the delivery of the following topics:</p> <ul style="list-style-type: none"> <li>• Types of feedback</li> <li>• Types of practice</li> <li>• Types of guidance in sport</li> </ul>

# PE (Edexcel GCSE) Long Term Plan | Year 10 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	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 performance in one of their GCSE PE sports.		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.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  End of unit assessment (AP1).	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  End of unit assessment (AP2).	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  End of unit assessment (AP3).	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  End of unit assessment (AP4).	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  End of unit assessment (AP5).	Exam based starter activities (multiple choice/short answer/long answer questions).  Assessed classwork and homework tasks.  Completion of exam style questions based on the topics delivered.
<b>Websites that can help my learning:</b> www.brianmac.co.uk www.teachpe.co.uk <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2009.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2009.html</a> BBC Bitesize – GCSE Physical Education (Edexcel) www.getrevising.co.uk YouTube – GCSE PE related videos (as instructed by class teachers)				<b>Visits to places that can help my learning:</b> 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
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

# 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

## 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
America 1840-95 Conflict and Tension 1918-39	Britain: Health and the People c.1000-Present Norman England 1066-1100
Written examination: 2 hours	Written examination: 2 hours
50% of the qualification	50% of the qualification
84 marks	84 marks

# GCSE Specifications Overview of Assessment

## 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

## GCSE Specifications Overview of Assessment

### 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

# GCSE Specifications Overview of Assessment

## 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

## 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 (QUESTIONS AND ANSWERS)

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



## Revision Tips and Techniques





# Notes

A series of horizontal dotted lines for writing notes.

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