



YEAR 10

| ENGLISH | | | | | |
|--|--|--|--|--|---|
| Exam board: AQA | | | Specification code: 8700 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| GCSE AQA English Literature: <i>An Inspector Calls</i> | GCSE English Language: Paper 1 Section A and B. | GCSE English Literature: <i>A Christmas Carol.</i> | GCSE English Language: Paper 2 Section A and B. | GCSE AQA English Literature: Power and Conflict poetry. | Spoken Language endorsement. Revision of AQA GCSE English Language Paper 1 and 2. |
| MATHS - Foundation | | | | | |
| Exam board: OCR | | | Specification code: J560 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <u>Topic 1:</u> Review Year 9 Number <u>Topic 2:</u> Standard form <u>Topic 3:</u> Measures | <u>Topic 4:</u> Statistical measures <u>Topic 5:</u> Indices <u>Topic 6:</u> Pythagoras' theorem | <u>Topic 7:</u> Algebra; recap and extension <u>Topic 8:</u> Congruence and similarity <u>Topic 9:</u> Introduction to trigonometry | <u>Topic 10:</u> Further perimeter and area <u>Topic 11:</u> Graphs; recap and extension <u>Topic 12:</u> Further circumference and area | <u>Topic 13:</u> Simultaneous equations <u>Topic 14:</u> Properties of polygons | <u>Topic 15:</u> Review single event probability <u>Topic 16:</u> Multiple event probability and relative frequency |
| MATHS - Higher | | | | | |
| Exam board: OCR | | | Specification code: J560 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <u>Topic 1:</u> Review; Year 9 number <u>Topic 2:</u> Standard form <u>Topic 3:</u> Measures <u>Topic 4:</u> Surd | <u>Topic 5:</u> Statistical measures <u>Topic 6:</u> Indices <u>Topic 7:</u> Properties of polygons | <u>Topic 8:</u> Number review <u>Topic 9:</u> Congruence and similarity <u>Topic 11:</u> Pythagoras' theorem and trigonometry | <u>Topic 12:</u> Simultaneous equations <u>Topic 13:</u> Probability <u>Topic 14:</u> Statistics review <u>Topic 22:</u> Scatter Graphs | <u>Topic 15:</u> Algebra; expanding, factorising and solving quadratics, rearranging formulae | <u>Topic 16:</u> Algebra review <u>Topic 17:</u> Sketching graphs <u>Topic 18:</u> Linear and quadratic equations and their graphs <u>Topic 19:</u> Geometry and measures review |

| Combined Science - Trilogy | | | | | |
|---|--------|--|--------------------------|---|--------|
| Exam board: AQA | | | Specification code: 8464 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Communicable diseases Preventing and treating disease and Non-communicable diseases Structure and bonding Chemical calculations Forces in balance Motion and force and motion | | Photosynthesis and Respiration The human nervous system and hormonal coordination Rates and equilibrium Crude oil and fuels Wave Properties and Electromagnetic waves | | Reproduction , Variation, Genetics and Evolution Adaptations, interdependence and competition. Organising an ecosystem and biodiversity and ecosystems Chemical Analysis and The Earth's atmosphere The Earth's resources Electromagnetism | |

| ART | | | | | |
|---|--|---|---------------------|--------|---|
| Exam board: OCR | | | Specification code: | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <u>Peppers Drawing</u> Drawing skills – studying peppers through secondary and primary observation using various different media's. They will learn about negative space and sighting drawing techniques. Work will be part of a drawing portfolio. | <u>Colour Project</u> Using cross sections of fruit and veg, research on colour artists. Students will explore colour and lino cut printing. Students will be introduced to the content of a project – research, development and final piece/s. This may be replaced by a suitable art competition. | <u>Extended Project</u> Extended project. Students will study marine forms, natural forms or surfaces and textures. They will research linked artists, explore intaglio printing, 3D/relief work, drawing and painting. | | | <u>Drawing 3 medias</u> Large scale drawing – students will explore three different media's, make an informed choice on a still life study. This will be part of their drawing portfolio. |

| DRAMA | | | | | |
|--------------------------|--|---|---------------------------------------|---------------------------------------|--|
| Exam board: OCR | | | Specification code: J316 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Introduction to Drama | Introduction to style and genre with mock Component 1 | Intro exam section B (reviews mock) + development for Component 1 | Component 1 Non-exam assessment | Component 1 Non-exam assessment | Explore text for exam section A + mini mock Component 2 using one scene from set text |

Design Technology

Exam board: AQA

Specification code: 8552

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

3.1 Core technical principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

3.2 Specialist technical principles

- selection of materials or components
 - forces and stresses
 - ecological and social footprint
 - sources and origins
 - using and working with materials
 - stock forms, types and sizes
 - scales of production
 - specialist techniques and processes
 - surface treatments and finishes.
- The categories through which the principles can be delivered are:
- papers and boards
 - timber based materials
 - metal based materials
 - polymers
 - textile based materials
 - electronic and mechanical systems

3.3 Designing and making principles

Apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

BUSINESS Studies

Exam board: OCR

Specification code: J204

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|---|---|--|--|
| <p><u>Business Activity</u> Pupils explore how and why businesses start and grow. Knowledge and understanding of business activity must include the following:</p> <ul style="list-style-type: none"> • The role of business enterprise • Business planning • Business ownership | <p><u>Business Activity</u> Pupils explore how and why businesses start and grow. Knowledge and understanding of business activity must include the following:</p> <ul style="list-style-type: none"> • Business aims and objectives • Stakeholders in business • Business growth | <p><u>Marketing</u> Pupils explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take. Knowledge and understanding of marketing must include the following:</p> <ul style="list-style-type: none"> • The role of marketing • Market research | <p><u>Marketing</u> Pupils explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take. Knowledge and understanding of marketing must include the following:</p> <ul style="list-style-type: none"> • Market segmentation • The marketing mix | <p><u>People</u> Pupils explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take. Knowledge and understanding of people must include the following:</p> <ul style="list-style-type: none"> • The role of human resources • Organisational structures and different ways of working • Communication in business | <p><u>People</u> Pupils explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take. Knowledge and understanding of people must include the following:</p> <ul style="list-style-type: none"> • Recruitment and selection • Motivation and retention • training and development • Employment law |

| CREATIVE iMEDIA (Cambridge National) | | | | | |
|--|--------|--------|--|--------|--------|
| Exam board: OCR | | | Specification code: R081/82 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p><u>Unit R082: Creating digital graphics</u> Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Pupils will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they will learn about in R081.</p> | | | <p><u>Unit R081: Pre-production skills</u> This first unit underpins the other learning in this qualification. Pupils will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts. This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam in Year 11.</p> | | |

| GEOGRAPHY | | | | | |
|--|--------|--------|--------------------------|--|--------|
| Exam board: AQA | | | Specification code: 8035 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Term 1 - Living with the physical environment. Looking at natural hazards such as hurricanes and volcanoes. Term 2 and 3 – Physical landscapes in the UK. Study of how coastal landscapes change over time, how coastlines are managed, how river landforms are created, how people are affected by river flooding Term 4 – The Living world – Learning about ecosystems and how they adapt to their climate.</p> | | | | <p>Term 5 - Urban issues and challenges. Studying the urban world and how it changes and has challenges. Focusing then on the UK's cities and their challenges. Term 6 - Fieldwork one- studying a river and how it changes.</p> | |

| PE GCSE | | | | | |
|---------------------|-----------------------------|--------|--------------------------|----------|-----------|
| Exam board: Edexcel | | | Specification code: 1PE0 | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Football/Netball | Basketball/ Trampolining | PEP | Table tennis | Handball | Athletics |

| RE/Ethics – Core | | | | | |
|-------------------------|---------------------------|---------------------------|----------------------------|----------------------------|----------------------------|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <u>Life and Death</u> | <u>Religious Fairness</u> | <u>Evil and Suffering</u> | <u>Religion in Society</u> | <u>The Universal Order</u> | <u>Ethics and Morality</u> |

HISTORY

Exam board: AQA

Specification code: 8145

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|--|---|---|---|
| <p><u>Why didn't medicine improve in the Middle Ages and renaissance?</u> In this unit we look at medicine in the middle ages and renaissance and investigate what held back medical developments</p> | <p><u>Fighting disease after 1800.</u> <u>Which medical hero deserves the medal of honour?</u> In this unit we investigate medical pioneers such as Louis Pasteur, Robert Koch and Alexander Fleming</p> | <p><u>Public Health after 1800.</u> In this unit we find out about events such as the great stink in London, the Public Health Acts of 1848 and 1875 and the creation of the NHS. <u>Surgery after 1800.</u> Here we learn how the three great problems, of pain, blood loss and infection were finally solved</p> | <p><u>British depth study. Norman England 1066-1100.</u> <u>Conquest and control.</u> In this unit we find why William won at Hastings and how he controlled England.</p> | <p><u>Life Under the Normans</u> In this unit we investigate feudalism and government under the reign of William as well as the economic and social changes and consequences.</p> | <p><u>The Norman Church and monasticism</u> In this unit we look at the effect of the Norman conquest on the English Church. We will also complete a study of the historical environment of a nominated site.</p> |

FRENCH / SPANISH

Exam board: AQA

Specification code: 8658 / 8698

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|---|--|--|---|--|
| <p><u>Me, my family and friends</u> Students will revise present, past and future tenses and describe themselves, their family and their likes and dislikes.</p> | <p><u>Technology in everyday life</u> Students will study social media, its advantages and disadvantages and the benefits and drawbacks of mobile technology.</p> | <p><u>Free time</u> Students will be able to discuss their free time activities, music, TV and cinema and going out.</p> | <p><u>Customs and festivals</u> Students will study France and its customs, international festivals and describing an event.</p> | <p><u>Home town, neighbourhood and region</u> Students will describe their home, town, region and local area.</p> | <p><u>Social issues</u> Students will describe charity work that they and others do, healthy and unhealthy lifestyles and resolutions.</p> |

| Health and Social Care | | |
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| Exam board: | | Specification code: R021 |
| R027- coursework - Creative Activities Types of creative activities physical, intellectual, emotional, social needs of individuals Planning and presenting creative activities Evaluating creative activities | R021- EXAM * Individual Rights *Care Values *Legislation *Hygiene and Safety | |
| Citizenship, Character and Well Being | | |
| Term 1 & 2 | Term 3 & 4 | Term 5 & 6 |
| <p>Healthy and Safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Sex and Relationships (Safety) 3. Sex and Relationships (Abusive relationships) and the law (Consent) 4. STI's 5. Bereavement 6. Sexual Identity 7. Emotional Resilience 8. Drug abuse 9. Alcohol abuse 10. Peer pressure (Drugs) – how to get support and help 11. Parenting 12. Raising self-esteem | <p>Careers and work experience:</p> <ol style="list-style-type: none"> 1. Work experience preparation 2. Work experience preparation 3. Employability 4. Employment rights 5. Work experience write up 6. Apprenticeships 7. Creating a CV 8. Sixth forms and colleges 9. My strengths – personal statement 10. What type of learner are you? And how to revise. 11. CPR | <p>Democracy:</p> <ol style="list-style-type: none"> 1. Community cohesion 2. Migration 3. Economic Understanding and Personal Financial Capability 4. Malala – campaigning 5. Malala – Conflict 6. Interest rates 7. Wage slips 8. Post 16 options revisited |