

Year 10	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
<b>English Lit &amp; Lang</b>	<u>An Inspector Calls</u> • Textual analysis • Socio-historical context	<u>Macbeth</u> • Textual analysis • Socio-historical context	<u>Macbeth</u> • Textual analysis • Socio-historical context	<u>Jekyll and Hyde</u> • Textual analysis • Socio-historical context	<u>Jekyll and Hyde</u> • Textual analysis • Socio-historical context	<u>Begin AQA Poetry Cluster</u> • Textual analysis • Socio-historical context
<b>Drama</b>	<u>Introduction to GCSE Drama – Basic Skills (Components 1, 2 and 3)</u> <u>Stanislavski and scene study (Texts in Practice)</u>	<u>Stanislavski and Scene Study (Texts in Practice)</u> <u>Theatre Roles and Terminology (Understanding Drama)</u> <u>Live Theatre Production (Understanding Drama)</u>	<u>The Crucible (Understanding Drama)</u> <u>Live Theatre Production (Understanding Drama)</u>	<u>Component 2: Devising Drama Styles</u> Brecht and Epic Theatre- <u>Monster Punch</u> Frantic Assembly and physical theatre- <u>the basics</u> <u>Component 2: Devising Drama</u> Assembling stimuli and initial work	<u>Component 2: Devising Drama</u> Responding to a Stimulus (800 word Log) Developing and devising the piece.	<u>Component 2: Devising Drama</u> Developing and Evaluating (1600 word log) Rehearsing and performing the piece. <i>Devising Exam. Internally examined / externally moderated</i>
<b>Food Preparation and nutrition</b>	<b>Advanced skills:</b> <b>Commodity focus:</b> Meat , fish, eggs, alternatives, pulses, gelatin <b>Topic:</b> Protein, amino acids, LBV, HBV complementation and alternatives <b>Food safety:</b> High risk foods, freshness and storage <b>Food choice:</b> animal welfare, vegetarian diets, religious choices <b>Provenance:</b> rearing meat and fish, free range, organic, primary and secondary processing <b>Food science:</b> Heat transfer, protein coagulation, denaturation	<b>Advanced skills:</b> <b>Commodity focus:</b> Fats & Oils <b>Topic:</b> Fats and oils 1, saturated v unsaturated, energy needs, EAR, Major health related risks, CHD <b>Food safety:</b> the use of microorganisms in food production (Cheese) Food choice: Healthy eating PAL, lifestyle. <b>Provenance:</b> Fortification of spreads, Additives for emulsification <b>Food science:</b> shortening, aeration, plasticity emulsification NEA1 food investigation practice.( Pastry)	<b>Advanced skills:</b> <b>Commodity focus:</b> Dairy <b>Topic:</b> Fats & Oils 2 <b>Food safety:</b> Food spoilage (molds) <b>Food choice:</b> <b>Provenance:</b> Primary processing of butter, oils and milk <b>Food science:</b> NEA1 food investigation practice. Fats in cake making)	<b>Advanced skills:</b> <b>Commodity focus:</b> Cereals, potatoes <b>Topic:</b> Carbohydrates: starch, Function and sources, polysaccharides, deficiency and excess, dietary fibre, glycaemic index, energy needs <b>Food safety:</b> <b>Food choice</b> <b>Provenance:</b> Fortification of flour, How crops are grown. Primary and secondary processing <b>Food science:</b> dextrinisation, gelatinization  NEA1 experiments: yeast, starches experiments	<b>Advanced skills:</b> <b>Commodity focus:</b> Sugar <b>Topic:</b> Carbohydrates: sugar, mono, di saccharides, Major diet related health risks <b>Food safety:</b> Microorganisms in food production : yeast <b>Food choice:</b> Food allergies; Food intolerance <b>Provenance:</b> Additives <b>Food science:</b> caramelisation  NEA1 experiments: chemical raising agents	<b>Advanced skills:</b> <b>Commodity focus:</b> Fruit, vegetables. <b>Topic: Vitamin &amp; Minerals.</b> Function and sources of vitamins and minerals, deficiency and excess, fat and water soluble vitamins <b>Food safety:</b> Buying and storing, Food spoilage: yeasts. <b>Food choice:</b> Food intolerance, How we taste food:- The olfactory system <b>Provenance:</b> Seasonality, Fair trade, processing, fortification, food waste, food miles. <b>Food science:</b> Enzymic browning, oxidation. Effect of preparation and cooking on nutrients.  <b>PPE NEA2</b>
	October Half Term Holiday	Assessments w/c 2/12/19 before Christmas Holidays	February Half Term Holiday	Assessments w/c 10/2/20 before Easter Holidays	Whitsun Half Term Holiday	Assessments w/c 15/6/20 before summer holidays

<p><b>Math's</b></p> <p><b>Foundation</b></p>	<p><b>Factors and Multiples</b></p> <ul style="list-style-type: none"> <li>Find the Multiples &amp; Factors of a number</li> <li>Find Common Factors</li> <li>Find Common Multiples</li> <li>Recognise Prime numbers</li> <li>Write a number as a product of its prime factors</li> <li>Using Index Form to express a number as a product of Primes</li> <li>Use Venn diagrams to calculate HCF and LCM of two values</li> </ul> <p><b>Directed numbers</b></p> <ul style="list-style-type: none"> <li>Understand and use positive and negative integers, both as positions and translations on a number line</li> <li>Order positive &amp; negative integers</li> <li>Adding &amp; Subtracting negative numbers</li> <li>Multiplying and dividing negative integers</li> </ul> <p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>Adding Fractions with the same denominator.</li> <li>Multiplying simple fractions.</li> <li>Four rules of number applied to any fractions (including Mixed Numbers)</li> <li>Using Fractions to solve worded problems from a variety of contexts.</li> <li>Changing a fraction into a decimal by division</li> <li>Ordering Fractions, Decimals and Percentages</li> <li>Work out a percentage of a given quantity with and without a calculator.</li> <li>Finding one quantity as a percentage of another quantity.</li> <li>Using Percentages in a variety of contexts.</li> <li>Find a percentage increase/decrease, of an amount</li> </ul>		<p><b>Algebraic Manipulation</b></p> <ul style="list-style-type: none"> <li>Distinguishing the different roles played by letter symbols in algebra, performing simple algebraic multiplication and division using the correct notation</li> <li>Distinguishing the meaning between the words 'equation', 'formula', 'identity' and expression</li> <li>Simplify expressions with one variable</li> <li>Simplify expressions with more than one variable</li> <li>Multiply out expressions with brackets such as <math>3(x+2)</math></li> <li>Expand and simplify single brackets such as <math>3(x + 4) - 2(x - 5)</math></li> <li>Factorise expressions such as <math>6a + 8</math></li> <li>Factorise quadratic expressions such as <math>4x^2 + 6xy</math> and <math>x^2 - 8x - 16</math>.</li> </ul> <p>Factorise harder quadratic expressions such as <math>a^2 - 16b^2</math> and <math>5x^2 + 13x - 6</math>.</p> <p><b>Using formula</b></p> <ul style="list-style-type: none"> <li>Use formulae in words</li> <li>Be able to substitute in to simple expressions and formulae</li> <li>Apply order of operations correctly to substitute in to more complex formulae</li> <li>Writing an expression or formula from practical special arrangements.</li> <li>Using formulae from mathematics and other subjects that require prior simplification of brackets, including those that have negative signs occurring anywhere in the equation, and those with a negative solution</li> <li>Derive a formula</li> <li>Change the subject of a formula</li> </ul> <p><b>Solving equations</b></p> <ul style="list-style-type: none"> <li>Solving simple equations by using inverse operations or by transforming both</li> </ul>	<ul style="list-style-type: none"> <li>Design and use tally charts for discrete and grouped data</li> <li>Classify and know the difference between various types of data</li> <li>Use a variety of different sampling methods</li> <li>Design and use data collection sheets</li> <li>Infer properties of a population from a sample, while knowing the limitations of sampling</li> <li>Construct and interpret two-way tables</li> <li>Design and use two-way tables for discrete and grouped data</li> <li>Interpret and construct a frequency tree</li> <li>Find the mode for a set of numbers</li> <li>Find the median for an odd/even set of numbers</li> <li>Work out the range for a set of numbers or for a graph</li> <li>Calculate the mean for a set of numbers</li> <li>Calculate the 'fx' column for a frequency distribution</li> <li>Calculate an estimated mean and median class for grouped data</li> <li>Construct and interpret a pictogram</li> <li>Construct and interpret a bar chart</li> <li>Construct and interpret a dual bar chart</li> <li>Interpret a pie chart</li> <li>Construct a pie chart</li> <li>Construct a stem and leaf diagram (incl. dual stem and leaf) (ordered)</li> <li>Interpret a stem and leaf diagram (incl. median, mode and range)</li> </ul>		<ul style="list-style-type: none"> <li>Know and apply Pythagoras' Theorem to find missing sides in right angled triangles</li> <li>Apply Pythagoras' Theorem to real life examples and problem questions</li> <li>Know and apply the three trig ratios to find missing sides</li> <li>Know and apply these trig ratios to real life examples and problem questions</li> <li>Know and apply the three trig ratios to find missing angles</li> <li>Know and apply these trig ratios to real life examples and problem questions</li> <li>Know the exact values of sin, cos and tan at key angles (0, 30, 45, 60, 90 degrees)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates</li> <li>Rotate a shape accurately</li> <li>Rotate shapes with specified direction, centre and angle/turn</li> <li>Reflect a shape accurately using a mirror line provided</li> <li>Reflect in mirror lines (inc. <math>x=2</math>, <math>y=x</math> etc.) / lines/planes of symmetry in 2D/3D</li> <li>Enlarge a shape using a centre of enlargement and positive scale factor</li> <li>Translate shapes by a given vector</li> <li>Enlarge a shape using a centre of enlargement and fractional scale factor (extend to negative SF for most able)</li> <li>Calculate/represent graphically the addition/difference</li> <li>Calculate the resultant of two vectors</li> <li>Understand/Use the associative/commutative properties of vector addition</li> <li>Know and apply the vector principles to geometric problem solving</li> </ul>		<ul style="list-style-type: none"> <li>Generate a sequence from a term to term rule</li> <li>Generate a sequence from the nth term</li> <li>Identify and continue certain special sequences (e.g. square, cube, triangular numbers)</li> <li>Identify and describe a fibonacci sequence</li> <li>Find the nth term of a linear sequence</li> <li>Find the nth term of a quadratic sequence</li> <li>Expand the product of two linear expressions.</li> <li>Factorise and solve simple quadratic equations.</li> <li>Solve quadratic equations by using the quadratic formula.</li> <li>Plot quadratic graphs using a table of values</li> <li>Generate a sequence from a term to term rule</li> <li>Generate a sequence from the nth term</li> <li>Identify and continue certain special sequences (e.g. square, cube, triangular numbers)</li> <li>Identify and describe a fibonacci sequence</li> <li>Find the nth term of a linear sequence</li> <li>Find the nth term of a quadratic sequence</li> <li>Expand the product of two linear expressions.</li> </ul>
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- Calculate the percentage increase or decrease in a given situation
- Calculate compound interest for two, or more, periods of time
- Rounding to a given number of decimal places or significant figures.
- Estimating answers to problems involving decimals

**Powers and roots**

- Use the terms square, positive square root, negative square root, cube and cube root.
- Recall integer squares from 2x2 to 15x15 **and the corresponding square roots.**
- Recall the cubes of 2,3,4,5, and 10 **and their corresponding roots.**
- Use index notation and index laws
- Using Negative & Zero Indices
- Convert between numbers in ordinary and standard index form.

**Ratio and proportion**

- Using ratio notation, including reduction to its simplest form and its various links to fraction notation
- Solving word problems about ratio and proportion, including using informal strategies and the unitary method of solution
- Dividing a quantity in a given ratio including  $a:b:c$
- Use ratio and proportion knowledge to answer 'best buy problems'
- Calculate proportional changes using a multiplier.
- Solve direct proportion problems.
- Solve inverse proportion problems.
- Construct and interpret real life graphs

- sides in the same way e.g.  $5x = 15$
- Solving linear equations with integer coefficients, in which the unknown appears on either side or on both sides of the equation e.g.  $6x+5 = 2x+7$
- Solve linear equations involving a single pair of brackets
- Formulate and solve linear equations from a problem

Solving equations with negative, decimal or fractional solutions

- Factorise and solve simple quadratic equations.
- Solve quadratic equations by using the quadratic formula.

Plot quadratic graphs using a table of values

	<ul style="list-style-type: none"> <li>Understand and use the compound measure density including understanding the units</li> <li>Understand and use the compound measure pressure including understanding the units</li> </ul>					
<b>RE</b>	<p><b>AQA Specification A GCSE</b></p> <p><b>Christian practices:</b></p> <ul style="list-style-type: none"> <li>Worship <ul style="list-style-type: none"> <li>Different forms of prayer</li> <li>Prayer and its significance</li> <li>The role and meaning of the sacraments</li> <li>The role and importance of pilgrimage</li> <li>The role and importance of celebrations</li> </ul> </li> <li>The role of the Church in the local and wider community <ul style="list-style-type: none"> <li>The role of the Church in the local community</li> <li>The place of mission, evangelism and Church growth</li> <li>The importance of the world wide Church</li> </ul> </li> </ul>	<p><b>AQA Specification A GCSE</b></p> <p><b>Islamic beliefs:</b></p> <ul style="list-style-type: none"> <li>What is the nature of God?</li> <li>The oneness of God – Tawhid</li> <li>What are angels?</li> <li>What do Muslims believe about predestination and human freedom?</li> <li>What do Muslims believe about life after death?</li> <li>What do Muslims believe about heaven and hell?</li> <li>Sunni and Shi’a split – what happened and why</li> <li>The main beliefs in Sunni Islam</li> </ul>	<p><b>AQA Specification A GCSE</b></p> <p><b>Islamic beliefs:</b></p> <ul style="list-style-type: none"> <li>The main beliefs in Shi’a Islam</li> <li>What is prophethood and why is it important?</li> <li>What are the holy books?</li> <li>The Imamate in Shi’a Islam</li> </ul> <p><b>Start Islamic practices:</b></p> <ul style="list-style-type: none"> <li>Worship <ul style="list-style-type: none"> <li>The five pillars and the ten obligatory acts</li> <li>The Shahadah</li> <li>Salah</li> </ul> </li> </ul>	<p><b>AQA Specification A GCSE</b></p> <p><b>Islamic practices:</b></p> <ul style="list-style-type: none"> <li>Worship <ul style="list-style-type: none"> <li>The five pillars and the ten obligatory acts</li> <li>The Shahadah</li> <li>Salah</li> </ul> </li> <li>Duties and Festivals <ul style="list-style-type: none"> <li>Sawm</li> <li>Zakah</li> <li>Hajj</li> <li>Jihad</li> </ul> </li> </ul> <p>Festival and commemorations</p>	<p><b>AQA Specification A GCSE</b></p> <p><b>Relationships and families [Christian perspective]</b></p> <p><b>Sex, marriage and divorce:</b></p> <ul style="list-style-type: none"> <li>Human sexuality</li> <li>Sexual relationships before and outside of marriage</li> <li>Contraception + family planning</li> <li>The nature and purpose of marriage</li> <li>Same-sex marriage and cohabitation</li> <li>Divorce</li> <li>Ethical arguments related to divorce</li> </ul> <p><b>Families and Gender Equality</b></p> <ul style="list-style-type: none"> <li>The nature of families</li> <li>The purpose of families</li> <li>Contemporary family issues</li> <li>The roles of men and women</li> <li>Gender equality</li> <li>Gender prejudice and discrimination</li> </ul>	<p><b>AQA Specification A GCSE</b></p> <p><b>Religion and Life [Christian perspective]</b></p> <p><b>The origins of the universe:</b></p> <ul style="list-style-type: none"> <li>The origins of the universe</li> <li>The value of the world</li> <li>Use and abuse of the environment</li> <li>Use and abuse of animals</li> </ul> <p><b>The origins and the value of human life</b></p> <ul style="list-style-type: none"> <li>The origins of life</li> <li>Sanctity of life and quality of life</li> <li>Abortion</li> <li>Ethical arguments related to abortion</li> <li>Euthanasia</li> <li>Death and the afterlife</li> </ul>
<b>Geography</b>	<p><b>Paper 2 cont.</b></p> <p><b>UK’s Evolving Human landscape.</b></p> <ol style="list-style-type: none"> <li>Where do we live in the UK?</li> <li>Decline of the old economy</li> <li>Dinnington case study.</li> <li>The rise of the new economy.</li> <li>The impact of globalization.</li> <li>Inequalities in London.</li> <li>Stratford- field trip-write up over half term.</li> </ol>	<p><b>UK’s Evolving landscape cont.</b></p> <ol style="list-style-type: none"> <li>Understanding London.</li> <li>Expansion and regeneration.</li> <li>Impacts of rebranding-Newham.</li> <li>Rural issues.</li> <li>Devon Case study.</li> <li>New opportunities.</li> </ol>	<p><b>Paper 2 Geographical Investigations and fieldwork</b></p> <ol style="list-style-type: none"> <li>What numerical skills are needed for paper 2?</li> <li>Geographical investigations Physical</li> <li>Familiar fieldwork questions/mapping physical</li> <li>Unfamiliar fieldwork questions/mapping questions.</li> <li>Summary of physical geography for paper 2.</li> </ol>	<p><b>Paper 2 Geographical Investigations and fieldwork</b></p> <ol style="list-style-type: none"> <li>What numerical skills are needed for paper 2?</li> <li>Geographical investigations Human</li> <li>Familiar fieldwork questions/mapping human.</li> <li>Unfamiliar fieldwork questions/mapping questions.</li> <li>Summary of human geography for paper 2.</li> </ol>	<p><b>Decision Making Practice.</b></p> <p>London Olympic Decision Making paper- updated</p> <ol style="list-style-type: none"> <li>What are the SEE issues in Stratford?</li> <li>What benefits and problems that the Olympics may bring.</li> <li>What do the keyplayers think of the Olympics in Stratford?</li> <li>Where the games are success?</li> </ol>	<p><b>Paper 3.</b></p> <p><b>People and the Biosphere.</b></p> <ol style="list-style-type: none"> <li>What and where- biomes.</li> <li>Local factors and biomes.</li> <li>Goods and services in the biomes.</li> <li>Threats to the rainforest</li> <li>Management of the rainforest.</li> </ol>

<b>History</b> <b>History 9-1:</b> Pearson Edexcel GCSE	<b>Course content:</b> Paper 2- British Depth Study: Early Elizabethan England, 1558-1588 (20% total)  <b>Topic 2: Challenges at Home and Abroad (1569-88)</b>		<b>Course content:</b> Paper 2- British Depth Study: Early Elizabethan England, 1558-1588 (20% total)  <b>Topic 3: Elizabethan society in the Age of Exploration (1558-88)</b>  <b>REVISION OF PAPER 2 - ELIZABETH</b>	<b>Course content:</b> Paper 3- Modern Depth Study: Weimar and Nazi Germany, 1918-39 (30% total)  <b>Topic 1: The Weimar Republic 1918 - 29</b>		<b>Course content:</b> Paper 3- Modern Depth Study: Weimar and Nazi Germany, 1918-39 (30% total)  <b>Topic 2: Hitler's rise to power 1919-33</b>	<b>Course content:</b> Paper 3- Modern Depth Study: Weimar and Nazi Germany, 1918-39 (30% total)  <b>Topic 3: Nazi control and Dictatorship 1933-1939</b>		<b>Course content:</b> Paper 3- Modern Depth Study: Weimar and Nazi Germany, 1918-39 (30% total)  <b>Topic 4: Life in Nazi Germany 1933-1939</b>  <b>REVISION OF PAPER 3</b>

Year 10	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
<p><b>Combined Science</b></p>	<p><b>Chemical quantities and calculations</b></p> <ul style="list-style-type: none"> <li>Conservation of mass.</li> <li>Balancing equations.</li> <li>Relative formula mass.</li> <li>Mass changes when gases are in reactions.</li> <li>Chemical measurements and uncertainty.</li> <li>Moles</li> <li>Moles.</li> <li>Amounts of substances in equations.</li> <li>Using moles to balance equations.</li> <li>Concentrations of solutions.</li> <li>Atom economy (triple only).</li> <li>Using concentrations of solutions (triple only).</li> <li>Amounts of substances in volumes of gases (triple only).</li> </ul> <p><b>Particle Model of Matter.</b></p> <ul style="list-style-type: none"> <li>Density</li> <li>Required practical: To investigate the densities of regular and irregular solid objects and liquids.</li> <li>Particle Model.</li> <li>Changes of state.</li> <li>Internal energy.</li> <li>Specific heat capacity.</li> <li>Latent heat</li> <li>Particle motion in gases.</li> <li>Increasing the pressure of a gas (triple only).</li> </ul> <p><b>Health Matters</b></p> <ul style="list-style-type: none"> <li>Learning about health.</li> <li>Health risk factors.</li> <li>Non-communicable diseases.</li> <li>Analyzing and evaluating data from health</li> </ul>	<p><b>Health Matters</b></p> <ul style="list-style-type: none"> <li>Using antibiotics and painkillers.</li> <li>Building immunity.</li> <li>Making new drugs.</li> <li>Monoclonal antibodies (triple only).</li> <li>Plant diseases (triple only).</li> <li>Plant defenses (triple only).</li> </ul> <p><b>Chemical Changes</b></p> <ul style="list-style-type: none"> <li>Metal oxides.</li> <li>Reactivity series.</li> <li>Extraction of metals by reducing with carbon.</li> <li>Oxidation and reduction.</li> <li>Reactions of metals with acids.</li> <li>Neutralisation and salt production</li> <li>Required practical: Preparing a pure dry sample of a soluble salt.</li> <li>pH and neutralization.</li> <li>Required practical: Titration (triple only).</li> <li>Strong and weak acids.</li> <li>Electrolysis of molten ionic compounds.</li> <li>Electrolysis of aqueous solutions.</li> <li>Using electrolysis to extract metals.</li> <li>Required practical: Making observation of the electrolysis of aqueous solutions.</li> </ul>	<p><b>Variation and evolution</b></p> <ul style="list-style-type: none"> <li>DNA and Genes.</li> <li>The human genome.</li> <li>Tracing human migration.</li> <li>The structure of DNA (triple only).</li> <li>Proteins (triple only).</li> <li>Mutations (triple only).</li> <li>Meiosis.</li> <li>Asexual reproduction.</li> <li>Genetics.</li> <li>Genetic crosses.</li> <li>Tracking gene disorder.</li> <li>Gregor Mendel (triple only).</li> <li>Variation</li> <li>The theory of evolution.</li> <li>Natural selection.</li> <li>Fossil evidence for natural selection.</li> <li>Darwin and Wallace (Triple only).</li> <li>Evidence of natural selection and evolution.</li> <li>Antimicrobial resistance.</li> <li>Selective Breeding.</li> <li>Producing new plant varieties.</li> <li>Genetic engineering.</li> <li>Genetically modified crops</li> <li>The ethics of genetic modification.</li> <li>Cloning (triple only).</li> </ul>	<p><b>Energy Changes</b></p> <ul style="list-style-type: none"> <li>Endothermic and exothermic reactions.</li> <li>Required practical: Using temperature change as a means of determining the energy changes and order of reactivity.</li> <li>Reaction profiles</li> <li>Calculating energy changes of reactions.</li> <li>Cells and batteries (triple only).</li> <li>Fuel cells (triple only).</li> </ul> <p><b>Waves</b></p> <ul style="list-style-type: none"> <li>Describing waves.</li> <li>Transverse and longitudinal waves.</li> <li>Energy transfer through waves.</li> <li>Measuring wave speeds.</li> <li>Required practical: Measuring the wavelength, frequency and speed of waves in a ripple tank and waves in a solid.</li> <li>Reflection and refraction of waves.</li> <li>Required practical: Investigating the reflection of light by different surfaces (triple only).</li> <li>Sound waves (triple only).</li> <li>Exploring ultrasound (triple only).</li> <li>Seismic waves (triple only).</li> <li>The electromagnetic spectrum.</li> <li>Reflection, refraction and wave fronts.</li> <li>Gamma rays and x-rays.</li> <li>Ultraviolet and infrared radiation.</li> <li>Required practical: Investigate how the</li> </ul>	<p><b>Waves</b></p> <ul style="list-style-type: none"> <li>Colour (triple only)</li> <li>Lenses (triple only).</li> <li>Images and magnification (triple only).</li> <li>Emission and absorption of infrared radiation (triple only).</li> <li>Temperature of the earth (triple only).</li> </ul> <p><b>Rates of reaction</b></p> <ul style="list-style-type: none"> <li>Measuring rates.</li> <li>Limiting reactants and molar masses.</li> <li>Calculating rates.</li> <li>Factors affecting rates.</li> <li>Required practical: Investigating effect of concentration on the rate of reaction in sodium thiosulfate.</li> <li>Factors increasing the rate of a reaction.</li> <li>Collision theory.</li> <li>Catalyst.</li> <li>Reversible reactions and energy changes.</li> <li>Equilibrium.</li> <li>Changing concentration and equilibrium.</li> <li>Changing temperature and equilibrium.</li> <li>Changing pressure and equilibrium.</li> </ul>	<p><b>Hydrocarbons</b></p> <ul style="list-style-type: none"> <li>Crude oil, hydrocarbons and alkanes.</li> <li>Fractional distillation and petrochemicals.</li> <li>Properties of hydrocarbons.</li> <li>Combustion.</li> <li>Cracking and alkenes.</li> <li>Structure and formulae of alkenes (triple only).</li> <li>Reactions of alkenes (triple only).</li> <li>Alcohols (triple only).</li> <li>Carboxylic acids (triple only).</li> <li>Addition polymerization (triple only).</li> <li>Condensation polymerization (triple only).</li> <li>Amino acids (triple only).</li> <li>DNA and other naturally occurring polymers.</li> <li>Intermolecular forces.</li> </ul>
	October Half Term Holiday		February Half Term Holiday		Whitsun Half Term Holiday	

	<p>surveys.</p> <ul style="list-style-type: none"> <li>• Pathogens.</li> <li>• Viral diseases.</li> <li>• Bacterial diseases.</li> <li>• Fungal diseases.</li> <li>• Malaria.</li> <li>• The body's defenses.</li> <li>• White blood cells.</li> </ul>			<ul style="list-style-type: none"> <li>• The tree of life.</li> <li>• Extinction.</li> </ul> <p><b>Atomic structure</b></p> <ul style="list-style-type: none"> <li>• Atomic structure.</li> <li>• Radioactive decay.</li> <li>• Background radiation.</li> <li>• Nuclear equations.</li> <li>• Radioactive half-life.</li> <li>• Hazards and uses of radiation.</li> <li>• Irradiation.</li> <li>• Uses of radiation in medicine.</li> <li>• Other uses of nuclear radiation (triple only).</li> <li>• Nuclear fission (triple only).</li> <li>• Nuclear fusion (triple only).</li> </ul>		<p>amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.</p> <ul style="list-style-type: none"> <li>• Microwaves.</li> <li>• Radio and microwave communication.</li> </ul>			
<b>OSC Certificate in Sports Studies</b>	<p>Unit R051 – Contemporary issues in sport</p> <p>LO – Understand the importance of hosting major sporting events</p>	<p>Unit R051 – Contemporary issues in sport</p> <p>LO – Know about the role of national governing bodies in sport</p>	<p>Unit R053 – Sports Leadership</p> <p>LO – Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p>	<p>Unit R053 – Sports Leadership</p> <p>LO – Be able to plan sports activities sessions</p>	<p>Unit R053 – Sports Leadership</p> <p>LO – Be able to deliver sports activities sessions</p>	<p>Unit R053 – Sports Leadership</p> <p>LO – Be able to evaluate own performance in delivering a sports activity session</p>			
<b>Music Technology</b>	<p><b>Sequencing &amp; Production</b></p> <p>Workshops introducing key skills of DAW and synthesis</p>	<p><b>Sequencing &amp; Production</b></p> <p>Workshops introducing key skills of sampling &amp; audio editing</p>	<p><b>Sequencing &amp; Production</b></p> <p><b>EXAMINED COMPONENT</b> RSL release assignment – creation of own project incl. pre-production effects</p>	<p><b>Sequencing &amp; Production</b></p> <p><b>EXAMINED COMPONENT</b> RSL assignment deadline – post-production work &amp; evaluation</p>	<p><b>Musial Understanding</b></p> <p>Core Unit Discuss the development &amp; cultural backgrounds of 2 musical styles.</p>	<p><b>Musial Understanding</b></p> <p>Core Unit Describe the key musical features of a style, using a song for exemplification.</p>			
<b>GCSE Music</b>	<p><b>Classical &amp; Romantic instrumental Music</b></p> <p>Exploration of the Classical and Romantic periods and the instrumental music of those eras.</p> <p>Composing exercises/tasks: AOS2 focused</p> <p>Introduction to dictation</p> <p>Ensemble Performance work – developing skills from Year 9</p>	<p><b>AOS1: Instrumental Music 1699-17 – Set Work 4 – Pathetique Sonata</b></p> <p>Learning the key musical features of Set Work 4 (Pathetique Sonata, Beethoven)</p> <p>Composing exercises/tasks: AOS2 focused</p> <p>Developing dictation skills</p> <p>Ensemble Performance work – developing skills from Year 9</p>	<p><b>Musical Theatre</b></p> <p>Exploration of Musical Theatre and its development.</p> <p>Composing exercises/tasks: AOS2 focused</p> <p>Developing dictation skills</p> <p>Ensemble Performance work – performing a piece as an ensemble (Mock performance)</p>	<p><b>AOS3: Music for Stage &amp; Screen – Set Work 5 - 'Defying Gravity'</b></p> <p>Learning the key musical features of Set Work 5 (Defying Gravity from Wicked, Schwartz)</p> <p><b>Free Composition</b></p> <p>Introduction to coursework component – free composition Analysis of compositional skills &amp; identification of preference of compositional styles Initial exploration and developing of musical ideas for composition coursework.</p> <p><b>Solo Performance</b></p> <p>Pupils identify &amp; start working on a solo piece.</p>	<p><b>Film Music</b></p> <p>Exploration of Music for screen and its development.</p> <p><b>Free Composition</b></p> <p>Development of coursework component – free composition Developing of musical ideas and extending pieces either through contrasting sections or addition of layers.</p> <p><b>Solo Performance</b></p> <p>Pupils continue to work on &amp; refine a solo piece. Performances of work in progress with peer &amp; teacher feedback for further development.</p>	<p><b>AOS3: Music for Stage &amp; Screen – Set Work 6 - Star Wars</b></p> <p>Learning the key musical features of Set Work 6 ('Main Title/Rebel Blockade Runner' from Star Wars, Williams)</p> <p><b>Free Composition</b></p> <p>Completion of coursework component – free composition Refining &amp; improving of musical ideas and finalizing pieces.</p> <p><b>Performance</b></p> <p>Pupils refine a solo piece &amp; revisit an ensemble piece in order to record 'draft' performances with peer &amp; teacher feedback for further development ready for final recording &amp; performance next year.</p>			

<b>Computer Science</b>	Composing exercises/tasks: AOS1 focused Development of Solo performances		Composing exercises/tasks: AOS1 focused Performing skills	<ul style="list-style-type: none"> <li>Data structures, input/output</li> <li>Subprograms, testing and evaluation.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Data and data representation</li> <li>Database Management System.</li> </ul>	<ul style="list-style-type: none"> <li>Controlled Assessment Project.</li> </ul>	<ul style="list-style-type: none"> <li>Machines and computational modellings</li> <li>Logic and Software systems.</li> </ul>
<b>Year 10</b>	<b>Michaelmas 1</b>		<b>Michaelmas 2</b>	<b>Lent 1</b>		<b>Lent 2</b>	<b>Trinity 1</b>	<b>Trinity 2</b>
<b>OCR Cambridge National SPORT STUDIES</b>	<b>RO56 Outdoor Activities</b> LO1 – Know about different types of outdoor activities and their provision LO2 – Understand the value of participating in outdoor activities LO3 - Be able to plan an outdoor activity LO4 - Be able to demonstrate knowledge and skills during outdoor activities  Completing an Orienteering Task at Peckham Rye Park for their assessment.	<b>October Half Term Holiday</b>	<b>RO52 Developing Skills</b> Completing Unit from Year 9	<b>RO52 Developing Skills</b> Completing Unit from Year 9	<b>February Half Term Holiday</b>	<b>RO51 – Contemporary Issues in Sport</b> Classroom based learning in preparation for written exam.	<b>RO51 – Contemporary Issues in Sport</b> Classroom based learning in preparation for written exam.  Written exam: 13 <sup>th</sup> May 2020	<b>RO53 - Leadership in Sport</b> LO1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership LO2 - Be able to plan sports activity sessions LO3 – Be able to deliver a sports activity session LO4 – Be able to evaluate own performance in delivering a session  Students will plan and deliver a coaching session at the Trinity Primary
<b>Technical Engineering</b>	Design and make activity - synoptic project Hydraulic digger <ul style="list-style-type: none"> <li>Hand drawing.</li> <li>CAD drawing</li> <li>CAM Laser cutting</li> <li>Six cylinder hydraulics</li> </ul>		Engineering disciplines 1 Mechanical Engineering <ul style="list-style-type: none"> <li>Hydraulics &amp; Pascal's Principle</li> <li>Gears</li> <li>Pulleys</li> </ul> Electrical and Electronic Engineering <ul style="list-style-type: none"> <li>Power stations</li> <li>Household appliances</li> </ul>	Engineering disciplines 2 Civil Engineering <ul style="list-style-type: none"> <li>Bridges</li> <li>Roads</li> <li>Railways</li> </ul> Automotive Engineering <ul style="list-style-type: none"> <li>Cars</li> <li>Motorcycles</li> <li>Trains</li> </ul> Biomedical Engineering		Design and make activity - synoptic project TBC <ul style="list-style-type: none"> <li>Hand drawing.</li> <li>CAD drawing</li> <li>CAM Laser cutting</li> <li>Learning Journal Completion</li> </ul>	Health & Safety <ul style="list-style-type: none"> <li>Legislation</li> <li>Health &amp; Safety at Work Act</li> <li>Personal Protective Equipment at Work Regulations</li> </ul> Manual Handling Operations Regulations <ul style="list-style-type: none"> <li>Reporting of Injuries, Diseases and Dangerous</li> </ul>	Application of SI Units of Measurement <ul style="list-style-type: none"> <li>SI Units of Measurement 1</li> <li>Equations; Energy, Forces &amp; Motion, Electrical &amp; Geometric</li> <li>Equations for properties</li> <li>Application of Equations</li> </ul>



	<ul style="list-style-type: none"> <li>Learning Journal Completion</li> <li>Testing</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Integrated circuits</li> </ul> Aerospace Engineering <ul style="list-style-type: none"> <li>Aircraft</li> <li>Space vehicles</li> <li>Missiles</li> <li>Communications Engineering</li> <li>Telephone</li> <li>Radio</li> <li>Fibre Optic</li> </ul> Chemical Engineering <ul style="list-style-type: none"> <li>Pharmaceuticals</li> <li>Fossil fuels</li> <li>Food &amp; drink</li> </ul>	<ul style="list-style-type: none"> <li>Prosthetics</li> <li>Medical devices</li> <li>Radiotherapy</li> </ul> Software Engineering <ul style="list-style-type: none"> <li>Applications</li> <li>Systems</li> <li>Computer programming</li> </ul>	<ul style="list-style-type: none"> <li>Testing</li> <li>Evaluation</li> </ul>	Occurrences Regulations Control of Substances Hazardous to Health	
<b>Statistics</b>	Time series Experimental and theoretical probability	Experimental and theoretical probability Further summary statistics	Probability distributions Standardised scores	Quality assurance	Mini-investigation	Revision
<b>Art Craft &amp; Design</b>	<b>Developing Research skills (AO1)</b> <ul style="list-style-type: none"> <li>Research the work of artist Ian Murphy</li> <li>Write a critical analysis of one of his pieces</li> <li>Complete a research page showing academic and visual understanding of the artist's work</li> <li>Complete a range of media experiments to refine drawing, paintings, and collage techniques linking to the work of the artist Ian Murphy</li> <li>Start to develop a range of images that link to the year 10 topic of Urban Landscape.</li> </ul>	<b>Developing Recording skills (AO2/AO3)</b> <ul style="list-style-type: none"> <li>Observational drawing trip to a cathedral</li> <li>Complete a range of drawings from observation</li> <li>Develop advanced drawing techniques, such as using perspective while drawing from observation, using negative space, and developing use of composition</li> <li>Analyse and evaluate own work using subject terminology</li> <li>Take a series of photographs depicting the Urban Landscape</li> <li>Refine photographs on Photoshop</li> <li></li> </ul>	<b>Advanced uses of the formal elements</b> <ul style="list-style-type: none"> <li>Complete a tonal spread using a range of techniques to develop an image produced in M2</li> <li>Develop visual fluency by demonstrating a careful layout in composition</li> </ul>	<b>Expanding use of media</b> <ul style="list-style-type: none"> <li>Develop work with a range of media</li> <li>Research the work of Jeanette Barnes and David Bushell OR Saikon Melee</li> <li>Analyze the work of an artist and present understanding on a research page</li> <li>Complete a sterilizing fluid outcome</li> <li>Complete a Mon print outcome</li> <li>Complete a chalk and charcoal outcome</li> </ul>	<b>Completing an outcome</b> <ul style="list-style-type: none"> <li>Develop an outcome using the concertina layout</li> <li>Plan and refine techniques chosen from work produced in earlier units</li> <li>Develop outcome by practicing method</li> <li>Complete outcome in exam</li> </ul>	<b>Refining an outcome and developing an individual progress plan</b> <ul style="list-style-type: none"> <li>Evaluate and refine outcome produced in exam</li> <li>Research artists to use in 'next step;</li> <li>Complete an Individual progress plan</li> <li></li> </ul>

French	Studio Edexcel GCSE 9-1 Higher <b>De la ville a la campagne</b>	Studio Edexcel GCSE 9-1 Higher <b>De la ville a la campagne</b>	Studio Edexcel GCSE 9-1 Higher <b>Le grand large</b>	Studio Edexcel GCSE 9-1 Higher <b>Le temps des loisirs</b>	Studio Edexcel GCSE 9-1 Higher <b>Au collège</b>	Studio Edexcel GCSE 9-1 Higher <b>Au collège</b>					
	<ol style="list-style-type: none"> <li><b>Revision where you live, weather + transport</b></li> <li><b>Revision Ville+ asking a way</b></li> <li><b>Ma région est trop top!</b></li> </ol>	<ol style="list-style-type: none"> <li><b>C'est pour un renseignement...</b> Grammar : asking questions using quel/quels/quelle/quelles</li> <li><b>Il fera beau demain ?</b> Grammar : simple future tense + weather + plans</li> <li><b>En pleine action !</b> Grammar: using three tense for description</li> </ol>	<ol style="list-style-type: none"> <li><b>What you normally do on Holidays</b> Grammar present tense</li> <li><b>Talking about holidays</b> Grammar using present past past tenses</li> <li><b>Des vacances de rêve</b> Grammar : using the conditional present</li> <li><b>Les hotels, mode d'emploi...</b> Grammar using reflexive verbs in the perfect tense</li> </ol>	<ol style="list-style-type: none"> <li><b>Bon appétit !</b> Grammar using 'en + present participle</li> <li><b>En route</b> Grammar avant de + infinitive</li> <li><b>On negocie au souk</b> Grammar demonstrative adjectives and pronouns</li> <li><b>C'était catastrophique !</b> Using Pluperfect tense</li> </ol>	<ol style="list-style-type: none"> <li><b>Révision school subjects</b></li> <li><b>Mon bahut</b> Grammar : using pronouns 'il' or 'elle'</li> <li><b>L'école chez nous, l'école chez vous.</b> Grammar using pronouns 'il' or 'elle'</li> <li><b>Liberte egalite fraternite?</b> Grammar: using 'il faut' and 'il est interdit de'</li> </ol>	<ol style="list-style-type: none"> <li><b>Vive la scolarité !</b> Asking questions in the tu and vous forms</li> <li><b>En échange !</b> Using present, past and future timeframes</li> </ol>	<p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Studio Edexcel Higher Baseline Exam</p>	<p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Studio Edexcel mod1</p> <p><b>Key HW: General conversation sticker</b></p>	<p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 2</p> <p><b>Key HW: General conversation sticker</b></p>	<p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Studio Edexcel writing</p>	<p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguscope &amp; conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 3</p> <p><b>Key HW: General conversation sticker</b></p>

Year 10	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Spanish	Viva Edexcel GCSE 9-1 Higher <b>Intereses y influencias!</b>	Viva Edexcel GCSE 9-1 Higher <b>Intereses y influencias</b>	Viva Edexcel GCSE 9-1 Higher <b>Ciudades</b>	Viva Edexcel GCSE 9-1 Higher <b>Ciudades</b>	Viva Edexcel GCSE 9-1 Higher <b>De costumbre</b>	Viva Edexcel GCSE 9-1 Higher <b>De costumbre</b>
	<ol style="list-style-type: none"> <li><b>Revision freetime activities + weather</b> Grammar stem changing verb</li> <li><b>Revision TV programmes + films</b> Grammar adjective of</li> </ol>	<ol style="list-style-type: none"> <li><b>Tema del momento</b> Grammar: perfect tense Using words that have more than one meaning</li> <li><b>En directo</b> Grammar : using algunos/cierto/otros/mucho</li> </ol>	<ol style="list-style-type: none"> <li><b>Revision places in town + directions</b></li> <li><b>Revision shops + shopping souvenir</b></li> <li><b>Como es tu zona ?</b> Grammar: using 'se</li> </ol>	<ol style="list-style-type: none"> <li><b>De compras</b> Grammar: demonstrative adjectives</li> <li><b>Los pros y los contras de la ciudad</b> Grammar : conditional present tense / synonyms and</li> </ol>	<ol style="list-style-type: none"> <li><b>Revision mealtimes + daily routines</b></li> <li><b>Revision illnesses + injuries</b></li> <li><b>Sabores del mundo</b> Grammar using the passive voice</li> <li><b>De fiesta!</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Un dia especial !</b> Grammar : reflexive verbs in the preterit</li> <li><b>A comer!</b> Grammar using absolute superlatives Spotting irregular verb patterns in the preterit</li> </ol>

Year 10	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
	<p><b>nationality</b></p> <p><b>3. Que sueles hacer?</b> Grammar: using 'soler + infinitive'</p> <p><b>4. Fanático del deporte!</b> Grammar: using imperfect tense</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Viva Edexcel Higher Baseline Exam</b></p>	<p>s/demasiados/todos</p> <p><b>7. Modelo a seguir</b> Grammar using a range of tenses+ dates</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Viva Edexcel mod1</b></p>	<p>puede' and 'se pueden'</p> <p><b>4. Que haremos mañana?</b> Grammar using future tense</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Studio Edexcel Higher writing</b></p>	<p>antonyms</p> <p><b>7. Destino Arequipa!</b> Grammar: different tenses together Using idioms</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Studio Edexcel Higher mod 2</b></p>	<p>Grammar: comparing + avoiding the passive</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Studio Edexcel writing</b></p>	<p><b>7. El festival de musica</b> Grammar: using expression followed by infinitives Narrating a story</p> <p>Weekly test 20 words/sentences to translate 1<sup>st</sup> lesson from KO vocabulary <b>(supported by memrise App for revision)</b> HW: weekly vocabulary in KO + review of lesson (<b>linguscope &amp; conti vocab sheet</b>) End of term Exam based on <b>Studio Edexcel Higher mod 3</b></p>