

Year 10

| Term | Autumn 1 | | | | | | | Autumn 2 | | | | | | | Spring 1 | | | | | | | Spring 2 | | | | | | | Summer 1 | | | | | | | Summer 2 | | | | | | | | | | | | | | | | | | | | |
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| Date | 06/09/2021 | 13/09/2021 | 20/09/2021 | 27/09/2021 | 04/10/2021 | 11/10/2021 | 18/10/2021 | 25/10/2021 | 01/11/2021 | 08/11/2021 | 15/11/2021 | 22/11/2021 | 29/11/2021 | 06/12/2021 | 13/12/2021 | 20/12/2021 | 27/12/2021 | 03/01/2022 | 10/01/2022 | 17/01/2022 | 24/01/2022 | 31/01/2022 | 07/02/2022 | 14/02/2022 | 21/02/2022 | 28/02/2022 | 07/03/2022 | 14/03/2022 | 21/03/2022 | 28/03/2022 | 04/04/2022 | 11/04/2022 | 18/04/2022 | 25/04/2022 | 02/05/2022 | 09/05/2022 | 16/05/2022 | 23/05/2022 | 30/05/2022 | 06/06/2022 | 13/06/2022 | 20/06/2022 | 27/06/2022 | 04/07/2022 | 11/07/2022 | 18/07/2022 | | | | | | | | | | |
| GCSE Combined Science/Separate Sciences | C2 Bonding, Structure and Properties | | | B1 Cell Biology | | | B2 Organisation | P1 Energy | | | P2 Electricity | | | P2 Electricity | P3 Particle Model of Matter | | | B3 Infection and Response | | | C3 Quantitative Chemistry | C3 Quantitative Chemistry | | | C4 Chemical Changes | | | P4 Atomic Structure | | | P4 Atomic Structure | B4 Bioenergetics | | | C5 Energy Changes | | | B5 Homeostasis and Response | | | C6 The Rate and Extent of Chemical Change | | | | | | | | | | | | | | | |
| GCSE English Literature/ GCSE English Language | Macbeth English Language Paper 1 Section A | | | | | | | Macbeth English Language Paper 1 Section B | | | | | | | A Christmas Carol English Language Paper 1 Section A | | | | | | | A Christmas Carol English Language Paper 2 Section B | | | | | | | An Inspector Calls English Language Paper 1 Section A and B | | | | | | | An Inspector Calls English Language Paper 2 Section A | | | | | | | | | | | | | | | | | | | | |
| GCSE Media | Introduction & Advertising | | | | | | | Magazines | | | | | | | Movie Posters | | | | | | | Radio & Coursework | | | | | | | Gaming & Coursework | | | | | | | Coursework | | | | | | | | | | | | | | | | | | | | |
| GCSE Maths Foundation | 10.01 Rearranging | 10.02 Linear Graphs | | 10.03 Gradient & Y-Intercept | | 10.04 Compound Measures | | 10.05 Quadratic Graphs, TP & Roots | | 10.06 Linear Simultaneous Equations | | | 10.07 Further Graphs | | 10.08 Probability | | 10.09 Standard Form | | | 10.10 Simple Interest | | 10.11 Ratio (further) | | 10.12 Growth & Decay | | 10.13 Statistics | | | EOY 10 Revision programme | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GCSE Maths Higher | 10.01 Rearranging | 10.02 Linear Graphs | | 10.03 Gradient & Y-Intercept | | 10.04 Compound Measures | | 10.05 Quadratic Graphs, Turning Points & Roots | | 10.06 Further Expanding & Factorising | | | 10.07 Linear Simultaneous Equations | | 10.08 Further Graphs | | 10.09 Probability | | 10.10 Capture & Recapture | | 10.11 Standard Form | | | 10.12 Further Proportion | | 10.13 Simple Interest | | 10.14 Growth & Decay | | 10.15 Further Ratio | | 10.16 Recurring Decimals | | 10.17 Statistics | | 10.18 Surds | | 10.19 Bounds | | 10.20 Right Angled Trigonometry | | 10.21 Similar Shapes | | 10.22 Quadratic Sequences | | | | | | | | | | | | |
| GCSE French | Family and Relationships | | | | | | | Leisure and Free Time | | | | | | | Festivals and Celebrations | | | | | | | Home and Local Area | | | | | | | Tourism and Travel | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GCSE Spanish | Holidays | | | | | | | My Studies | | | | | | | Family and Relationships | | | | | | | Free Time | | | | | | | Home and Local Area | | | | | | | Revision and Catch Up | | | | | | | | | | | | | | | | | | | | |
| GCSE Geography | Changing Economic World | | | | | | | Life in an NEE | | | | | | | Rivers | | | | | | | Coasts | | | | | | | Coasts | | | | | | | Urban challenges | | | | | | | Urban challenges | | | | | | | Fieldwork and resources | | | | | | |
| GCSE History | Medieval and Renaissance Medicine | | | | | | | Industrial and Modern Medicine | | | | | | | Modern Medicine and the Western Front | | | | | | | Weimar and Nazi Germany | | | | | | | Weimar and Nazi Germany | | | | | | | Weimar and Nazi Germany | | | | | | | Weimar and Nazi Germany | | | | | | | | | | | | | |
| GCSE Fine Art | Introduction to Land Art Development of skills, clay, photography, observational, tonal and colour | | | | | | | Continuation to Land Art Development of skills, oil pastel, scale and print | | | | | | | Development of exam skills. Preparation time working on AO1, AO2, AO3. | | | | | | | Development of exam skills. Completion of controlled test 10 hours AO4 | | | | | | | Development of exam skills. Completion of controlled test. Completion of personal targets. | | | | | | | Introduction of still life unit. Introduction of Cubism | | | | | | | | | | | | | | | | | | | | |
| GCSE Music | Appraising: Discovering the musical elements, Performance: Solo performance skills, Composition: Key composition skills | | | | | | | Appraising: Discovering the musical elements, Performance: Solo performance skills, Composition: Key composition skills | | | | | | | Appraising: AoS1 Forms and Devices, Performance: Ensemble performance skills, Composition: Developed composition skills | | | | | | | Appraising: AoS1 Forms and Devices, Performance: Ensemble performance skills, Composition: Free Composition | | | | | | | Appraising: AoS2 Music for ensemble, Performance: Ensemble performance skills, Composition: Free composition | | | | | | | Appraising: AoS3 Film Music, Performance: Ensemble performance skills, Composition: Free composition | | | | | | | | | | | | | | | | | | | | |
| GCSE Religious Studies | Christianity: Beliefs and Teachings | | | | | | | Islam: Beliefs and Teachings | | | | | | | Christianity: Practices | | | | | | | Islam: Practices | | | | | | | Relationships and Families | | | | | | | Human Rights and Social Justice | | | | | | | | | | | | | | | | | | | | |
| Core Physical Education | Advanced skills and tactics to influence a competition/performance. Refine leadership roles and implement and monitor physical activity for themselves and others. Rotation of variety of sports over three terms. | | | | | | | Advanced skills and tactics to influence a competition/performance. Refine leadership roles and implement and monitor physical activity for themselves and others. Rotation of variety of sports over three terms. | | | | | | | Advanced skills and tactics to influence a competition/performance. Refine leadership roles and implement and monitor physical activity for themselves and others. Rotation of variety of sports over three terms. | | | | | | | Advanced skills and tactics to influence a competition/performance. Refine leadership roles and implement and monitor physical activity for themselves and others. Rotation of variety of sports over three terms. | | | | | | | Advanced skills and tactics to influence a competition/performance. Refine leadership roles and implement and monitor physical activity for themselves and others. Rotation of variety of sports over three terms. | | | | | | | Students perform and apply advanced skills and tactics to influence a competition/performance, they practice and refine leadership roles within lessons and learn how to implement and monitor physical activity for themselves and others. Rotation of a variety of sports over three terms. | | | | | | | | | | | | | | | | | | | | |
| GCSE Dance | Anthology Works 1 and 2 + Physical Skills | | | | | | | Anthology Works 1 and 2 + Physical Skills | | | | | | | Anthology Works 3 and 4 + Set Solos (Performance Skills) | | | | | | | Anthology Works 3 and 4 + Set Solos (Performance Skills) | | | | | | | Choreography and Performance Knowledge (Hypothetically Choreography and Personal Performance based questions) | | | | | | | Choreography and Performance Knowledge (Hypothetically Choreography and Personal Performance based questions) | | | | | | | | | | | | | | | | | | | | |
| GCSE Sociology | Key Concepts in Sociology | | | | | | | Key Concepts in Sociology | | | | | | | Families and Households | | | | | | | Families and Households | | | | | | | Research Methods | | | | | | | Education | | | | | | | Education | | | | | | | Social Inequality | | | | | | |
| GCSE Design and Technology | Project: Mobile Phone Holder and 3D drawing skills Theory: Types of timbers and timber processing | | | | | | | Project: Pewter cast trinket and box / bag Theory: Reasons for choosing timber | | | | | | | Project: Pewter cast trinket and box / bag Theory: Environmental Issues | | | | | | | Project: Anthropomorphic Lamp / Memphis Apron Theory: Commercial Processes and Techniques | | | | | | | Project: Anthropomorphic Lamp / Memphis Apron Theory: Scale of Production | | | | | | | NEA: Task Analysis, Research, Brief and Specification | | | | | | | | | | | | | | | | | | | | |
| BTEC Travel & Tourism | The UK travel and tourism sector | | | | | | | The UK travel and tourism sector | | | | | | | UK travel and tourism destinations | | | | | | | UK travel and tourism destinations | | | | | | | UK travel and tourism destinations | | | | | | | International travel and tourism destinations | | | | | | | | | | | | | | | | | | | | |
| OCR Enterprise & Marketing | Exploring Enterprises | | | | | | | Exploring Enterprises | | | | | | | Planning for and Pitching an Enterprise Activity | | | | | | | Market Research | | | | | | | Market Research | | | | | | | Understanding Competition | | | | | | | Pitching an Enterprise Activity & Theory Exam | | | | | | | | | | | | | |
| OCR National Award Sport Science | Sports Injuries - (external exam) LO1- Understand the different factors which influence the risk of injury LO2 Understand how appropriate warm up and cool down routines can help to prevent injury | | | | | | | Sports Injuries - (external exam) LO3 Know how to respond to injuries within a sporting context LO4 Know how to respond to common medical conditions | | | | | | | Sports Nutrition (Coursework) LO1 Know about the nutrients needed for a healthy, balanced diet LO2 Understand the importance of nutrition in sport | | | | | | | Sports Nutrition (Coursework) LO3 Know about the effects of poor diet on sports performance and participation | | | | | | | Sports Nutrition (Coursework) LO4 Be able to develop diet plans for performers | | | | | | | Applying the principles of training LO1 Understand different factors which influence the risk of injury | | | | | | | | | | | | | | | | | | | | |
| Level 2 Hospitality and Catering | Unit 1 LO4 Food Related sources of ill health Role of EHO Food Poisoning: types, symptoms, control Legislation | | | | | | | Unit 1 LO3 Health & Safety Requirements Hazards / Risk assessments Risks & Hazard Analysis | | | | | | | Unit 1 LO1 Operation & the Environment Structure Job Requirements Factors effecting success | | | | | | | Unit 1 LO2 Operation of the kitchen Structure Operation of Front of House | | | | | | | Unit 1: LO5 Application of LO1-4 | | | | | | | Unit 1 Exam June 2022 | | Unit 2 Practice NEA | | | | | | | | | | | | | | | | | | |
| BTEC Health and Social Care | Component 1 - Human growth and development across life stages | | | | | | | Component 1 - Factors affecting growth and development | | | Component 1 - Factors affecting growth and development | | | | Component 1 - Coping with change caused by life events | | Component 1 - Learning aim A assessment | | | | | Component 1 - Learning aim B assessment | | Component 2 - Health and social care services | | | | | Component 2 - Learning aim A assessment | | | | | | | Component 2 - Barriers to accessing services | | | | | | | | | | | | | | | | | | | | |