

Year 10 Curriculum Map



The Bolsover School Vision



The Bolsover School
'Nothing but the Best'

Trust

- High Expectation
- Confident Learners
- Respectful
- Widen Experiences
- Critical Minds
- Subject Experts

Brave

- Limitless
- Creative
- Thirst for learning
- Active Learners
- Responsible Citizens
- Personal Development focused

Success

- Celebrate Achievement
- Strong Destinations
- Broad & Balanced offer
- Literacy focused
- Achieving Excellence
- Teaching & Learning emphasis

Core Values

1. To participate in a careers or curriculum based visit to enrich your education
2. To organise individually or as a team member a charity fund raising activity
3. To represent your house in at least 10 disciplines
4. To make a significant contribution to an arts event within the school
5. To represent the school in sports on more than one occasion
6. To participate in a curriculum plus activity and/or secure a recognised community award
7. To secure a school position of responsibility
8. To undertake 3 public speaking events or assemblies
9. To lead an effect school based enterprise venture
10. Individual target



Contents Page

English	4	Music	19
Mathematics	5 - 6	Physical Education	20
Science	7	GCSE Physical Education	21
Art	8	Cambridge National Physical Education	22
Business Studies	9	Personal Development	23
Careers	10	Religious Education	24
Design Technology	11	Contemporary and Moral Issues	25
Drama	12	Textiles	26
Food Preparation and Nutrition	13	Work Skills	27
Geography	14		
Health and Social Care	15		
History	16		
I-Media	17		
Modern Foreign Languages	18		

English Language

LANGUAGE	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	13th September - 22nd October (7 weeks)	1st November - 23rd December (8 weeks)	10th January - 18th February (5 weeks)	28th February - 8th April (6 weeks)	25th April - 27th May (5 weeks)	6th June - 22nd July (7 weeks)
Topic	Viewpoint Writing and Spoken Language	Viewpoint Writing and Spoken Language	Comparing Perspectives	Personal Response and Evaluation	Creative Writing	Creative Writing
Knowledge and Skills	Structure and cohesion SPaG Rhetoric - Ethos, Logos and Pathos Sentence variety Vocabulary acquisition Oracy	Structure and cohesion SPaG Rhetoric - Ethos, Logos and Pathos Sentence variety Vocabulary acquisition Oracy	Comprehension Inference Analysis Evaluation Oracy	Comprehension Inference Analysis Evaluation Oracy	Structure and cohesion SPaG Sentence variety Vocabulary acquisition Non-Linear Narrative Structure Oracy	Structure and cohesion SPaG Sentence variety Vocabulary acquisition Non-Linear Narrative Structure Oracy

English Literature

LITERATURE	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	13th September - 22nd October (7 weeks)	1st November - 23rd December (8 weeks)	10th January - 18th February (5 weeks)	28th February - 8th April (6 weeks)	25th April - 27th May (5 weeks)	6th June - 22nd July (7 weeks)
Topic	Macbeth	Power and Conflict Poetry Unseen Poetry Macbeth	An Inspector Calls Macbeth	An Inspector Calls Power and Conflict Unseen Poetry	Power and Conflict Poetry Unseen Poetry An Inspector Calls	Power and Conflict Poetry Macbeth Introduction to 19th Century Extracts
Knowledge and Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills

Mathematics Term 1-3

Term/Weeks	Term 1		Term 2		Term 3	
Level	Foundation	Higher	Foundation	Higher	Foundation	Higher
Topic	Graphs, tables and charts Fractions and percentages	Interpreting and representing data Fractions, ratios and percentages Angles and trigonometry	Equations, inequalities and sequences Angles Averages and range	Angles and trigonometry Graphs Area and volume	Averages and range Perimeter, area and volume	Area and volume Transformations and constructions Equations and inequalities
Knowledge and Skills	Frequency tables Two-way tables Representing data Time series Stem and leaf diagrams Pie charts Scatter graphs Line of best fit Working with fractions Operations with fractions Multiplying and dividing fractions Fractions, percentages and decimals Calculating percentages	Statistical diagrams Time series Scatter graphs Line of best fit Averages and range Fractions Ratios Percentages Angle properties of triangles and quadrilaterals Interior and exterior angles of a polygon Pythagoras' theorem Trigonometry	Solving equations Solving equations with brackets Introducing inequalities Generating sequences Using the nth term of a sequence Properties of shapes Angles in parallel lines and triangles Exterior and interior angles Geometric patterns Mean, mode, median and range Types of average Estimating the mean Sampling	Angle properties of triangles and quadrilaterals Interior and exterior angles of a polygon Pythagoras' theorem Trigonometry Linear graphs Graphing rates of change Real-life graphs Line segments Quadratic graphs Cubic and reciprocal graphs Perimeter and area Units and accuracy Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones	Mean, mode, median and range Types of average Estimating the mean Sampling Rectangles, parallelograms and triangles Trapezia and changing units Area of compound shapes Surface area of 3D solids Volume of prisms	Perimeter and area Units and accuracy Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones 3D solids Reflection and rotation Enlargement Transformations and combinations of transformations Bearings and scale drawings Constructions Loci Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities

Mathematics Term 4-6

Term 4		Term 5		Term 6	
Foundation	Higher	Foundation	Higher	Foundation	Higher
Graphs Transformations	Equations and inequalities Probability Multiplicative reasoning	Ratio and proportion	Similarity and congruence	Right-angled triangles Probability Multiplicative reasoning Constructions, loci and bearings	Trigonometry Further statistics Equations and graphs
Coordinates Linear graphs Gradient $y=mx+c$ Real-life graphs Distance-time graphs Translation Rotation Enlargement Combining transformations Reflections	Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities Combined events Mutually exclusive events Experimental probability Independent events and tree diagrams Conditional probability Venn diagrams and set notation Compound measures Ratio and proportion Growth and decay	Writing and using ratios Ratios and measures Comparing using ratios Using proportion Proportion and graphs	Congruence Geometric proof and congruence Similarity Similarity in 3D solids	Pythagoras' theorem Trigonometry: sine, cosine and tangent ratios Finding lengths and angles using trigonometry Calculating probability Two events Experimental probability Venn diagrams Tree diagrams Percentages Growth and decay Compound measures Distance, speed and time Direct and inverse proportion 3D solids Plans and elevations Accurate drawings Scale drawings and maps Constructions Loci and regions Bearings	Accuracy Graph of the sine and cosine function The tangent function Calculating areas and the sine rule The cosine rule and 2D trigonometric problems Solving problems in 3D Transforming trigonometric graphs Sampling Cumulative frequency Box plots Drawing histograms Interpreting histograms Comparing and describing populations Solving simultaneous equations graphically Representing inequalities graphically Graphs of graphic functions Solving quadratic equations graphically Graphs of cubic functions

Science - Synergy

Term/Weeks	Wk 1 (Sept)	Term 1		Term 2		Term 3
Module	Bolsover Blueprint	4.3 Interaction with the environment	4.7 Movement and Interaction	4.4 Explaining Change	4.7 Movement and interaction	4.7 Movement and Interaction
Topics	A series of non-subjected related lessons designed to create a culture of positivity and assertive learning	4.3.1 Lifestyle and Health 4.3.2 Radiation and risk 4.3.3 Preventing, treating and curing disease	4.7.2 Electricity	4.4.1 The Earth's atmosphere 4.4.2 Ecosystems and biodiversity 4.4.3 Inheritance and evolution	4.7.1 Forces and motion	4.7.3 Acids and alkalis 4.7.4 Rate and extent of chemical change 4.7.5 Atoms into ions, ions into atoms

Science - Triple

Term/Weeks	Term 1			Term 2			Term 3		
Module	B: Biological Responses	C: Organic Chemistry	P: Forces in action	B: Genetics and reproduction	C: Rates, equilibrium and organic chemistry	P: Forces in action Waves, electromagnetism and space	B: Genetics and reproduction	C: Analysis and the Earth's resources	P: Waves, electromagnetism and space
Topics	B10 The human nervous system B11 Hormonal coordination B12 Homeostasis in action	C9 Crude oil and fuels C10 Organic reactions	P8 Forces in balance P9 Motion P10 Force and motion	B13 Reproduction B14 Variation and evolution	C11 Polymers C12 Chemical analysis	P11 Force and pressure P12 Wave properties	B15 Genetics and evolution B16 Adaptation and interdependence	C13 The Earth's atmosphere C14 The Earth's resources	P13 Electromagnetic waves P14 Light

Art

Term/Weeks	Terms 1-2	Terms 3-4	Terms 5-6
Topic	Distortion: Distorted Portraiture	Distortion: Expressive Clay Heads	Distortion: Final Independent project
Knowledge and Skills	Contextual research Media experiments Portraiture introduction Paint techniques Photography exploration Printmaking experiments: monoprints, polyprinting & reduction printing Evaluating work in progress Planning a final piece Understanding rules of composition Final piece planning Final piece completion Evaluation of final piece	Contextual research Observational studies Exploring 3D Clay techniques Planning final 3D piece Final clay sculpture completion Glazing final sculpture Evaluation of final sculpture	Contextual Research Media Experiments Photography exploration Final piece planning Practical experiments & analysis Final piece production in choice of media Evaluation of final outcome

Business Studies

Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	Making the business effective	Making the business effective Understanding external influences on business	Understanding external influences on business Growing the business	Growing the business Making marketing decisions
Knowledge and Skills	Break-even Limited and unlimited liability Business ownership Sole traders; partnerships; LTD; PLC; franchises Business location Marketing mix	Business calculation recap Business plans Stakeholders Technology in business Legislation The economy and business	The economy and business project External influences Business growth Changes in aims and objectives Business globalisation Ethics and environment	Marketing decisions Product / Price / Promotion / Place Using the mix to make decisions Mock exam preparation Theme 1 mock exam QLA - lessons based on exam performance

Careers

YEAR 10	Term 1	Term 2	Term 3
Assemblies:		Introduction to CV Writing T-Levels explained Jan- CV Skills Jan-Interview Skills	Raising Aspirations Outside Speaker June- Local HE Opportunities (DANCOP)
Enrichment Days:		Jan- Industry Day/Mock Interviews	
Career Talks/Lessons:	Dec- Intro to Education Pathways	March-Introduction to HE (DANCOP)	
Tutor Time:	<ul style="list-style-type: none"> Various careers topics on Tutorial PowerPoint 	<ul style="list-style-type: none"> Various careers topics on Tutorial PowerPoint 	<ul style="list-style-type: none"> Various careers topics on Tutorial PowerPoint
Trips:	Amazon	Feb-University of Derby-Healthcare Insight Day March- University of Sheffield	
Other:	Career Guidance 1:1s Careers Talks	Career Guidance 1:1s Parents' Evening- Feb Careers Talks	Career Guidance 1:1s Careers Talks

Design Technology

Term/Weeks	Term 1-2	Term 3-4	Term 5-6
Knowledge and Skills	Material properties—Hardwood & veneer Relevant data Product analysis Market research Initial ideas Primary user Safety considerations CAD development Laser etching Flat-pack products Tools, machines and processes Modelling and testing User feedback Product manufacture Finishing techniques	Understanding electronic components Input, process and output Integrated circuits Electricity and PCBs - AC and DC Product analysis User-centred design Design ideas Materials testing Modelling Soldering skill development Light manufacture Tools, machines and processes Materials and appropriate finishing Smart materials	Designing for a specific user and their needs Product casing Layering to create a cavity Dimensions and accuracy 2D Design development Materials properties—Acrylic Adhesives for Polymers Rapid sketching Pro-Engineer Vinyl cutting Laser cutting Non—examined assessment begins (NEA):- Investigations of the context Design Brief Non-technical specification (User needs and wants) Investigating existing products Exploration of materials

Drama

Term/Weeks	Term 1-2	Term 3	Term 4	Term 5-6
Topic	Curriculum Review <i>Noughts & Crosses</i>	Component 2: Devised Piece	School film Revision for Exam	Component 2: Devised Piece
Knowledge and Skills	<p>Curriculum Review</p> <p>Theatre Roles and Terminology – Theatrical roles, staging positions and configurations.</p> <p>Dramatic Genre and Techniques. Practical close analysis of Noughts and Crosses, Act 1.</p> <p>Character development – Callum & Sephy</p> <p>Role on the Wall, Hotseating, Character Profiles.</p> <p>Tension.</p> <p>Subtext and the Alienation Effect</p> <p>Use of Lighting, Sound, Costume to create mood and atmosphere</p> <p>Staging phone calls</p> <p>Staging the Explosion.</p> <p>Building tension using music, sound fx and slow motion.</p> <p>Lighting the aftermath with mobile phones.</p> <p>Character Development: Meggie and Sephy</p> <p>Written Exam, Section B questions.</p>	<p>Component 2: Devised Piece</p> <p>Exploration of stimuli.</p> <p>Research into issues and themes.</p> <p>Explorations of characters, relationships and plot; genre, conventions and techniques.</p> <p>Text found from research.</p> <p>Explorations of monologues, parallel monologues, choral speaking, physical theatre.</p> <p>Development of Statements of Intention.</p> <p>Completion of Devising Log</p> <p>Section 1: Response to a stimulus.</p>	<p>School Film</p> <p>Camera shots and techniques.</p> <p>Research, rehearse and film contribution to school film.</p> <p>Revision for Written Exam</p> <p>Section A – Roles & Responsibilities.</p> <p>Section B – Noughts & crosses</p> <p>Section C - Billy Elliot</p>	<p>Component 2: Devised Piece</p> <p>Review of Statements of Intention and explorations from Term 3.</p> <p>Scripting and Structuring performances - openings, transitions, endings.</p> <p>Theatrical Design – sets, costume and lighting</p> <p>Rehearsing Physical and Vocal Skills, choral and ensemble work; staging and blocking.</p> <p>Refinements in the light of audience feedback and with reference to Statements of Intention.</p> <p>Videod performance at Showcase.</p> <p>Completion of Devising Log</p> <p>Section 2: Development & Collaboration.</p>

Food Preparation and Nutrition

Year 10 Food					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Recap eatwell guide and principles.</p> <p>Fats: Functional properties and chemical structure. Classification – saturated, unsaturated and polyunsaturated. Impact on health. Cake making methods. Practical: Victoria Sponge</p> <p>Types of fats uses in products. % and sources. Recipe modification to reduce fat content. Fortification revision of function and vitamins. Exam style questions: fats, function, wise food choices, chemical structure, types of fats</p> <p>Shortcrust pastry: shortening principles. NEA 1: (practice) Pastry investigation and write up. Practical: Shortcrust pastry – cheese and onion pasties.</p> <p>Exam style questions: shortcrust pastry and food processor safety.</p> <p>Types of pastry making methods, function of ingredients, ratios and proportions. Technical language: gelatinisation, caramelisation, dextrinisation and coagulation. Annotation of pastry making method. Products linked to pastry making methods. Assessment: Exam style questions: fats, changing properties of fats. Practical: Puff pastry – sausage rolls</p> <p>Why do we cook food? Heat transfer: conduction convection and radiation. Cooking methods: Moist and dry. Microwaving.</p>	<p>Assessment: Exam style questions: Cooking methods: water based, fat based & dry methods.</p> <p>Practical group investigation: Cooking methods: potatoes</p> <p>Carbohydrates: Recap types& function, Classification: monosaccharides, disaccharides and polysaccharides. Impact of excess and deficiency. Recommendations for fibre. Glycaemic index. Practical: Quiche</p> <p>Assessment: Exam style questions: Carbohydrates</p> <p>Gelatinisation: sauce investigation. GM foods. Sauces. Practical: Chicken and bacon pasta.</p> <p>Caramelisation – Fair trade Dextrinisation. Practical: Caramel shortbread</p> <p>Assessment: Exam style questions: Changing</p>	<p>Protein: Eggs, structure, freshness, denaturation, coagulation. Practical: Chicken nuggets</p> <p>Eggs: aeration, High risk foods: Food safety and food poisoning. Exam question: Preparing food safely</p> <p>Practical: Roulade</p> <p>Meat: origin, structure, cooking methods, marinating, Exam question: Reared food Practical: Shepherds Pie / Fish Pie</p> <p>Types of fish, nutritional content, fishing methods -fish pie, demo fish filleting Exam question: Caught food</p> <p>Protein: gluten formation – bread and shortcrust making. Practical: Bread products</p> <p>Assessment: Exam style questions: Changing properties –Proteins</p> <p>Primary and secondary processing – food provenance and cultural foods.</p>	<p>Primary and secondary processing: milk, cheese, yogurt, cream, butter. Practical: Pizza / Chelsea buns</p> <p>Assessment: Exam style questions: Primary secondary processing</p> <p>Sensory analysis Assessment: Exam style questions: Sensory testing</p> <p>Year 11 NEA assessed practical exams mean cover work is set which can be delivered by a none specialist.</p> <p>Food allergies and intolerance. DRV's, energy balance. Food preservation – micro-organisms Assessment: Exam style questions: food poisoning, use of micro-organisms. Practical: Lemon meringue pie.</p> <p>Raising agents: Air, CO2 and steam Practical: Profiteroles</p>	<p>Launch Mock NEA2: worth 35%</p> <p>Brief: Seasonal fruits and vegetables</p> <p>Introduction and analysis of task. Research range of recipe ideas: advantages and disadvantages. Skill analysis and identification of cooking methods. Sensory descriptors – ready for tasting. Costing and nutritional analysis. Practical: Test out first product.</p>	<p>Planning: accurate list of ingredients including quantities, list of equipment and time plan with both quality and food safety checks. Practical: Test out second product.</p> <p>Recommendations for presentation methods. Practical: Off timetable for morning to complete assessed practical two products.</p> <p>Sensory evaluation and recommendations for improvement.</p>

Assessment: Exam style questions: Why is food cooked?	properties -Carbohydrates		Assessment: Exam style questions: raising agents.		
----------------------------------------------------------	---------------------------	--	---------------------------------------------------	--	--

Geography

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Coasts Continued/Rivers	Rivers	Urban Challenges	Urban Challenges	Urban Challenges/Changing Economic World	Changing Economic World
Knowledge and Skills	Coasts End of Unit Test The River Valley River Processes Upper Course Features Middle Course Features Lower Course Features Example – River Clyde	Flooding Management Case Study - Oxford End Of Unit Test	Urbanisation Megacities Consequences of Urbanisation Opportunities and Challenges in Lagos Management in Lagos	UK Urban Patterns Urban Change Consequences of Urban Change Mock Exam DIT Mini UK Case Study - Manc Full UK Case Study - Liverpool	Traffic Strategies Sustainable Urban Living End of Unit Test Measuring Development Uneven Development Causes of Uneven Development	MOCK EXAM REVISION (UNIT 1) Mock Exam Review Consequences of Uneven Development Strategies to Solve Uneven Development Fieldwork preparation

Health and Social Care

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Lifespan Development	Lifespan Development	Dealing with Life Events	Dealing with Life Events	Services and Values	Services and Values
Knowledge and Skills	Revisit life stages PIES in more detail	Life events Relationships Genetic influences Economic influences Coursework 1A	Coping with change Sources of support Types of support	Relationship changes Expected and unexpected life events Coursework 1B	Types of service Local services Primary, secondary and tertiary care Allied healthcare professionals	Types of barrier Overcoming barriers Effects of not accessing services Coursework 2A

History

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Paper 2 - Anglo-Saxon and Norman England	Paper 2 - Anglo-Saxon and Norman England	Paper 2 - Anglo-Saxon and Norman England .	Paper 3 Weimar and Nazi Germany	Paper 3 Weimar and Nazi Germany	Paper 1 - Historic environment
Knowledge and Skills	Anglo-Saxon England and the Norman Conquest, 1060–66.	William I in Power: Securing the Kingdom, 1066–87. Norman England, 1066–88.	Norman England, 1066–88. Chronology.	The Weimar Republic 1918 -1933	The Weimar Republic 1918 -1933. Hitler's Rise to Power, 1919–33.	Mock exam revision. The Historic Environment - The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Source analysis.

iMedia

Term/Weeks	Week 1-8	Week 9-17	Week 19-32	Week 33-39
Topic	RO82 - Preparation	RO82 - Assessment	RO85 / RO81 / RO82	RO85 / RO81 / RO82
Knowledge and Skills	Purpose of digital graphics Connectivity and file formats Client brief and assets / Copyright Work plans Image optimisation Graphic creation Graphic evaluation	RO82 Assessment LO1 /LO2 with contingency. Start LO3	Review existing websites Connections and file types Client brief / Purpose and audience RO82 Refresh RO82 controlled assessment LO3/LO4 RO81 mock exam / preparation	RO81 Mock exam preparation Mock exams (x2 weeks) Mock Feedback RO85 Website review refresh RO85 Development of website creation skills

Modern Foreign Languages

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Family and Relationships	Environment	Customs and Festivals	Mock exam preparation	The media and the internet	
Knowledge and Skills	Vocabulary Family relationships Activities with family/friends Your views on marriage Marriage and living together Grammar Plural verb forms	Vocabulary Environment problems What you do for the environment Problems in your town What you could do to help Grammar Present tense Modal verbs	Vocabulary Music in France/Germany/Spain Eating out – talking about food and drink in Germany/France/Spain Customs and traditions Learning about festivals in Germany/France/Spain How these festivals are celebrated Grammar Third person verbs	Revision	Vocabulary Your own and others' internet use Pros and cons of the internet Recent online activities Do children need a mobile phone? Pros and cons of social media Opinions on gaming Grammar Third person and plural verb forms Comparative adjectives Past tense	

Music

Term/Weeks	Term 1-2	Term 3-4	Term 5-6
Topic	Free choice composition and solo performance	Ensemble performance	Area of study 4 Ensemble performance
Knowledge and Skills	Manipulating musical elements Film music Leitmotif and theme <i>Eine Kleine Nachtmusik</i> Solo performance Free choice composition	Understanding different musical elements Texture and sonority Prepare an ensemble performance Composition development Score analysis and annotation DR SMITH analysis	Develop understanding of popular music and fusion music <i>Since You've Been Gone</i> Harmony and tonality Scales, intervals, modulations and key signatures

Photography

Term/Weeks	Terms 1-2	Term 3	Term 4	Term 5	Terms 5-6
Topic	Destroy' Portraiture Project	Still Life Photography	Landscape/Cityscape Photography	Documentary Photography	Independent Project
Knowledge and Skills	Contextual research Using natural & studio lighting Photoshoots relating to theme Contact sheets Photographic experiments edited using hand & digital manipulation Evaluating work in progress Planning final photoshoots Evaluating final photoshoots	Contextual research Photoshoots relating to Still Life Contact sheets Photographic experiments edited using hand & digital manipulation Evaluating work in progress Planning final photoshoots Evaluating final photoshoots	Contextual research Photoshoots relating to Landscape/Cityscape Contact sheets Photographic experiments edited using hand & digital manipulation Evaluating work in progress Planning final photoshoots Evaluating final photoshoots	Contextual research Photoshoots relating to Documentary photography Contact sheets Photographic experiments edited using hand & digital manipulation Evaluating work in progress Planning final photoshoots Evaluating final photoshoots	Contextual research Photoshoots relating to theme Contact sheets Photographic experiments edited using hand & digital manipulation Evaluating work in progress Planning final photoshoots Evaluating final photoshoots

Physical Education

Term/Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge and Skills	Health Related Fitness Dodgeball Basketball Badminton Netball Football Tramplining	Football Health Related Fitness Netball Tramplining Basketball Rugby Badminton Table Tennis	Rugby Football Badminton Table Tennis Health Related Fitness Tramplining Basketball	Basketball Badminton Health Related Fitness Dodgeball Athletics	Athletics	Rounders Cricket Stoolball Tennis

GCSE Physical Education

Term/Weeks	Term 1	Term 2	Term 3
Topic	<p>Movement analysis Practical assessment - Football</p>	<p>Engagement Patterns Sports Psychology</p>	<p>Practical assessment - Handball Cardiovascular and Respiratory Systems</p>
Knowledge and Skills	<ul style="list-style-type: none"> • Planes of movement. • Axis of rotation. • Lever systems including mechanical advantage • Applying these to practical examples. • Core skills: ball control, passing and shooting with dominant foot, dribbling, heading and tackling. • Advanced skills: ball control using different parts of the body, passing and shooting with non-dominant foot, beating opponents and marking. • Decision making. • Awareness of attacking and defensive strategies/tactics. • Awareness of rules and regulations of the game. 	<ul style="list-style-type: none"> • The 5 key social groups - family, age, gender, ethnicity and disability. • Other factors that affect participation levels: education, time, cost, socio-economic status, opportunity/access, environment/climate, media, role models. • Strategies to improve participation - promotion, provision and access. • Current trends in participation levels in the UK. • Skill classification and practical examples. • Reasons for goal setting - S.M.A.R.T principle. • Mental preparation techniques - imagery, mental rehearsal, selective attention, positive thinking. • Types of guidance - visual, verbal, manual and mechanical. • Types of feedback - intrinsic, extrinsic, positive, negative, knowledge of performance and knowledge of results. 	<ul style="list-style-type: none"> • Core skills: catching with two hands, dribbling with dominant hand, passing, basic shooting, feinting. • Advanced skills: catching with one hand, dribbling with both hands, jump pass, jump shot, screening an opponent, stealing the ball. • Awareness of attacking and defensive strategies/tactics. • Awareness of rules and regulations of the game. • Pathway of blood through the heart. • Structure and function of the blood vessels. • The vascular shunt mechanism. • Definition of heart rate, stroke volume, cardiac output, breathing rate, tidal volume and minute ventilation. • Pathway of air and gaseous exchange. • The role of respiratory muscles during the mechanics of breathing. • Aerobic and Anaerobic exercise.

Cambridge National in Physical Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	RO54 - Sport and the media	RO54 - Sport and the media	RO51 - Contemporary issues in sport	RO51 - Contemporary issues in sport	RO51 - Contemporary issues in sport	Interleaving weeks - RO51 RO5 - Developing sports skills
Knowledge and Skills	<p>LO1 - How sport is covered across the media</p> <ul style="list-style-type: none"> How sport is covered by TV e.g. pay per view. How sport is covered by the written press. How sport is covered by national and local radio. How sport is covered by the internet <p>LO2 - Positive effects of media on sport</p> <ul style="list-style-type: none"> Increased exposure of minority sports. Increased promotional opportunities. Education about rules and technique. Increased income generated by media rights. Inspiring people to participate. Competition between sports and clubs <p>LO3 - Negative effects of media on sport</p> <ul style="list-style-type: none"> Decline in live spectators. Loss of traditional sporting values. Coverage of inappropriate behaviour. Increased pressure on officials. Newspapers dominated by a few sports. Saturation of sport coverage. 	<p>LO4 - The relationship between sport and the media</p> <ul style="list-style-type: none"> How media uses sport to promote itself. How sport uses media to promote itself. Sport as a commodity. Sponsorship and advertising. Adoption and rejection of sporting heroes by the media. How scrutiny/criticism through the media has increased. The impact of pay-per-view. <p>LO5 - Evaluating media coverage of sport</p> <ul style="list-style-type: none"> Aspects which may influence the coverage of a story e.g. type of media outlet, competition between media outlets, target audience, timing and popularity. Features of the coverage e.g. method of reporting, format, potential bias, extent and duration of the coverage. 	<p>LO1 - Understand the issues which affect participation in sport</p> <ul style="list-style-type: none"> The different user groups who participate in sport e.g. ethnic minorities, children, disabled, single parents. Barriers which affects participation e.g. time, work restrictions, disposable income, access, gender. Solutions to barriers which affects participation e.g. provision, promotion and access. Factors which can impact upon the popularity of sport in the UK e.g. participation, environment, spectatorship, media coverage, role models, provision. Current trends in the popularity of different sports. Growth of new/emerging sports in the UK. <p>LO2 - The role of sport in promoting values</p> <ul style="list-style-type: none"> Values which can be promoted through sport e.g. team spirit, fair play, tolerance, respect, inclusion. The Olympic and Paralympic movement. Other initiatives and events which promote values through sport e.g. sport relief. 	<p>LO2 - The role of sport in promoting values</p> <ul style="list-style-type: none"> The importance of etiquette and sporting behaviour of both performers and spectators Definition of sportsmanship and gamesmanship. Sport initiatives such as Kick Racism Out of Football. The use of performance-enhancing drugs in sport. World Anti-Doping Agency (WADA) <p>LO3 - Understand the importance of hosting major sporting events</p> <ul style="list-style-type: none"> The features of major sporting events e.g. scheduling, level of investment and legacy. Benefits of hosting sporting events e.g. investment, commercial benefits, participation, improved facilities, improved infrastructure, morale. Drawbacks of hosting sporting events e.g. expense, facilities not used, poor organisation. 	<p>LO4 - Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> Promotion e.g. promoting participation and increasing popularity of the sport. Development e.g. coaching awards and training officials. Infrastructure e.g. competitions and tournaments, rule making, disciplinary procedures, helping with facility development. Policies and initiatives e.g. anti-doping policies, promoting etiquette, community programmes. Funding e.g. grants, membership, subscription fees, income from the media, private investment, merchandising, admission charges. Support e.g. providing technical advice, providing details for local clubs. 	<ul style="list-style-type: none"> Interleaving weeks with a focus on recapping RO51: LO1 - Understand the issues that affect participation, LO2 - The role of sport in promoting values LO3 - Understand the importance of hosting major sporting events <p>LO1 - be able to use skills, techniques and tactics/strategies as an individual performer in a sporting activity</p> <ul style="list-style-type: none"> Performance of skills and techniques. Creativity Appropriate use of tactics/strategies/compositional ideas. Decision making during performance. Ability to manage/maintain own performance.

Religious Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Marriage and Family Life	Marriage and Family Life	Peace and Conflict	Peace and Conflict	Peace and Conflict	Life and Death
Knowledge and Skills	Chirstianity and Marriage Marriage and cohabitation Family Life Divorce	Divorce and Christianity Homosexuality Contraception Equality of Women	Islam and Peace Conflict Pacifism	Pacifism and Passive Resistance Just War Theory and Holy War 102 Minutes that Changed America	102 Minutes that Changed America Human Rights Sanctity of Life	Abortion Euthanasia

Work Skills

Topic	Unit 59: Learning from Work Placement and Folder Check	Unit 37: Building Working Relationships with Colleagues	Unit 37: Building Working Relationships with Colleagues and Folder check	Assessment Criteria and Evidence Logs	Final Submission Dates
Skills	<p>3 Be able to use learning from the work placement to set career-related goals:</p> <p>3.1 Describe how the work placement experience might assist them in making choices about a future career</p> <p>3.2 Set short-term and long-term goals which build on own learning from the work placement</p> <p>Folder Check:</p> <p>A time to complete any missed or incomplete work on an individual basis</p>	<p>1 Know benefits of having effective working relationships with colleagues:</p> <p>1.1 Outline personal benefits of having effective working relationships with colleagues</p> <p>1.2 Describe work benefits of having effective working relationships with colleagues</p> <p>2 Know how to work effectively with colleagues:</p> <p>2.1 Describe ways to build positive working relationships with colleagues</p> <p>2.2 Describe challenges when building effectively working relationships with colleagues</p>	<p>3 Be able to work effectively with colleagues:</p> <p>3.1 Work effectively with others to achieve an agreed goal</p> <p>3.2 Review own performance when working with others using different sources of feedback</p> <p>Folder Check:</p> <p>A time to complete any missed or incomplete work on an individual basis</p>	<p>Going back through all the assessment criteria on an individual basis and ensuring the evidence is collated for each specific Learning Outcome and Assessment Criteria.</p>	<p>Final Submission and Moderation of Assessment folders.</p>