



KEY STAGE 4

Year 10



2023-2024
GEMS WELLINGTON ACADEMY
AL KHAIL



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Key Stage 4 Arabic A Curriculum Year 10

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through the MOE curriculum.

Reading: Learners will specify ideas, evidence, and points of view in texts and identify whether it is an informational or literary text. Students will read and analyze old and modern poetic texts and prose works including short stories, plays, and novels. In addition, students will link them with other literary works.

The course explores and encourages:

- The historical stages of Arabic Literature through the timeline of the literary eras
- Elicits the technical features of the texts and connects them with their literary eras.
- Compares the language, style, and ideas of some poems.
- Distinguish the emotive language in texts and explain rhetorical images in the verses.
- Shows the role of imagination and verbal images in creating an impact on poetry.
- Analyzes the texts intellectually and critically.

Writing: Learners will write concentrated and coherent essays, which reflect a clear vision and a good ability to present evidence and approach to the subject. Students will show their awareness about the recipient and the purpose of writing. Essays will contain a systematic introduction, supporting evidence, and logical conclusions.

Speaking: Learners will demonstrate their ability in conversation, such as:

- fluency
- confidence,
- organising ideas
- clarity

And using the paralleled elements of the language including:

- tuning
- accent
- gesture
- allusion

Listening: Learners will listen to audible texts and show understanding, distinguish, and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

Term 1 – Topics/ Key Content

قصيدة شعرية في مكارم الأخلاق
أنواع التشبيه
الحال
نص استماع

Term 1- 2-3 Overarching Key Questions

The class teacher chooses the appropriate key question bases on the text considering the MOE national document expectations. (Below are samples of related key questions)





استجابة أدبية حول القصيدة الشعرية (في مكارم الأخلاق)
كتابة نصّ وصفي سردي حول (موضوع) الغضب
قصة قصيرة (المناورة)
الاسم المشتق (اسم الفاعل) من الفعل الثلاثي وغير الثلاثي
النص المعلوماتي: تعلمت من أوقات الفراغ
كتابة مقال الرأي حول حدث محدد يدور حولنا
الأسلوب الإنشائي والخبري
اسم المفعول
نص استماع
مراجعة إعراب الأفعال وإعرابها إعراباً تاماً
نص معلوماتي: رؤية مستقبلية للقطاع السياحي
سيرة ذاتية كتابة
اختبار نهاية الفصل الدراسي الأول
فهم المقروء
مهارتي الإملاء والنحو
مهارة الكتابة الإبداعية

Term 2 – Topics/ Key Content

قصيدة الناس والزمان
كتابة استجابة أدبية للقصيدة
أنواع الاستعارة
الأفعال التي تنصب مفعولين أصلهما مبتدأ وخير
القصة القصيرة (العباءة)
التوكيد
نصوص الرأي (مقال التعليم)
نص استماع
الأسلوب الإنشائي والأسلوب الخبري
اختبار نهاية الفصل الدراسي الثاني: في المهارات الآتية
فهم المقروء
الإملاء والنحو
البلاغة

ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
كيف يمكننا إضافة وصف مثير للاهتمام؟
ما أهمية مرحلة التصميم والتحرير؟
ما هو شعور الكاتب وكيف نعرف ذلك؟
ما هي أوجه التشابه والاختلاف بين نصين؟
كيف يمكننا تكيف كتابتنا لجمهور وأغراض مختلفة؟
اللغة والبنية والشكل الكاتب / الشاعر كيف يستخدم لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
الأنماط الموجودة في النص / ما هي المواضيع الشعري؟
(البلاغية - الدلالية- المعجمية) كيف تؤثر اختياراتنا على الطريقة التي نقدم بها الأفكار؟
الأجهزة اللغوية لإنشاء صوت كيف يستخدم شعري؟
ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
ما الذي يجعل النص فعالاً في الوصول إلى إلى غرضه؟
كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟
ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟





<p>الاستماع التحدث الكتابة الإبداعية</p>	<p>... كيف تساعدنا معرفة الغرض من المؤلف على فهم بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟</p>
<p>Term 3 – Topics/ Key Content</p> <p>نص السيرة الذاتية (تعلمت من أوقات الفراغ) مهارة البحث العدد والمعدود مراجعة عامة في أنواع التشبيه وأغراضه كتابة النص الإقناعي قصيدة لا تطرق الباب قصة الشقاء الطبيعة مدرسة دائمة رواية الشيخ والبحر - هل تعاني من الأرق عرض عن شاعر أو قاصّ أو روائي رسالة أدبية- كتابة إقناعية ضمائر الرفع والنصب والجرّ التقديم والتأخير اختبار نهاية الفصل الثالث في المهارات الآتية: فهم المقروء الإملاء والنحو الاستماع التحدث الكتابة الإبداعية</p>	
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>





<p>Formative assessments include regular and ongoing listening, oral presentations, composition, projects, and diagnostic assessments. Summative Assessments include unit tests, mid/year and end-of-year exams during the school's Key Assessment cycle.</p>	<p>All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities. Encourage your child to read Arabic books, and stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p>
<p>Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through the MOE curriculum.</p>	<p>Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through the MOE curriculum.</p>





Key Stage 3 Arabic B Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Identity and culture</u></p> <ul style="list-style-type: none">• Who am I?• Daily life• Cultural life	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Who do I look like?• What does my teacher look like?• How can I compare my family members?• What do I like about my father?• Who is my favorite celebrity and why?• Who is my role model and why?
<p>Term 2 – Topics/ Key Content</p> <p><u>Local area, holiday, and travel</u></p> <ul style="list-style-type: none">• Town, region, and country.• Holidays.• Travel and tourist transactions.	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• What are your plans for the summer?• How was your trip?• What can I change about the trip?• What are the touristic places in the UAE and in your country?• How do I book my flight?• What do I do at the airport?• What is the most trip you prefer and why?• What is my dream holiday?
<p>Term 3 – Topics/ Key Content</p> <p><u>School</u></p> <ul style="list-style-type: none">• What school is like?• School activities.	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• What is my favorite subject and why?• What is my daily routine during the week?• What is the thing I like most in my school?• What are the advantages and Disadvantages of having uniforms in school?• What should I wear to school?• How do I spend my weekend?





<p>Assessment Overview and Format:</p> <ul style="list-style-type: none">• Three assessment points throughout the year.• Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.• Formative assessment of speaking through classwork and completion of photo cards and role-plays.	<p>Links for Home Learning/Extension Resources:</p> <p><u>GCSE text Arabic B text.</u></p> <p>https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</p>





Key Stage 4 3D Design Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Coursework project 1: 20% of the overall GCSE Grade.</p> <p>Theme: Architecture The aim of this project is to introduce students to a new range of skills and techniques within the GCSE 3D design course. Students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the designers in which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Coursework project 2: 20% of the overall GCSE Grade Theme: Natural Forms lighting</p> <p>Like project one, students will be given a choice of two titles which they will select as their chosen theme.</p> <p>The same structure and assessment objectives will be followed whereby students will begin their project through the analysis of artists, designers, and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of</p>	<p>Term 2 - Overarching Key Questions</p> <p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the designers which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>





<p>photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and Project within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Coursework Project 2: Continued</p> <p>This term will predominantly focus on students developing their ideas into their Final Outcome.</p> <p>A final outcome may be in any form depending on the medium the student has experimented with. This may be in the form of 3D mixed materials.</p> <p>Students will then be expected to reflect upon their project in the form of a written analysis.</p>	<p>Term 3 - Overarch</p> <p>Does your Final Outcome show evidence of combining different skills and techniques together?</p> <p>How have your artists influenced your final outcome?</p> <p>What do you believe your strengths are from this project?</p> <p>What do you believe you need to improve on or focus on for further improvement?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtimes and after school. Days will be confirmed with the subject teachers.</p>





AO2
AO3
AO4

The HPL focus within Year 10 will be to be **Hard working, Creative, Agile** alongside **Linking** and **Realising**. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.





Key Stage 4 Art & Design Curriculum Year 10

Term 1 – Topics/ Key Content

Coursework project 1: 20% of the overall GCSE Grade.

Theme: Indulgence:

The aim of this project is to introduce students to a new range of skills and techniques within the GCSE Art course. Students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.

Students will then record their observations in the form of photography, observational and secondary drawing.

They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.

Term 1 - Overarching Key Questions

How will you add a 'twist' onto your theme?

What influences will you take from the artists which you have looked at in this project?

How will you create a unique and original outcome?

How can you develop ideas from your recordings?





<p>Term 2 – Topics/ Key Content</p> <p>Coursework project 2: 20% of the overall GCSE Grade Theme: Natural Forms</p> <p>Like project one, students will be given a choice of two titles which they will select as their chosen theme.</p> <p>The same structure and assessment objectives will be followed whereby students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Coursework project 2: Continued</p> <p>This term will predominantly focus on students developing their ideas into their final outcome.</p> <p>A final outcome may be in any form depending on the medium the student has experimented with. This may be in the form of either a 2D, 3D or a mixed media outcome.</p> <p>Students will then be expected to reflect upon their project in the form of a written analysis.</p>	<p>Does your final outcome show evidence of combining different skills and techniques together?</p> <p>How have your artists influenced your final outcome?</p> <p>What do you believe your strengths are from this project?</p> <p>What do you believe you need to improve on or focus on for further improvement?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for student who will need extra time to catch up with coursework. This will be during lunchtime and after school. Days will be confirmed with the subject teachers.</p>





AO2
AO3
AO4

The HPL focus within Year 10 will be to be **Hard working, Creative, Agile** alongside **Linking** and **Realising**. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.





Key Stage 4 Business Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>1 – Business activity and influences on business</u></p> <p>This term covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives. Key sections covered.</p> <p>1.1 Business objectives 1.2 Types of organisations 1.3 Classification of businesses 1.4 Decisions on location 1.5 Business and the International Economy 1.6 Government objectives and policies.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the difference between aims & objectives?• Which is the best form of ownership?• Why has there been a decline in primary sector industry in UAE?• Evaluate the best location of a business?• What is the benefit of globalisation?• What is the role of the government?
<p>Term 2 – Topics/ Key Content</p> <p><u>1 – Business activity and influences on business</u> (continuation from term 1)</p> <p>1.7 External factors 1.8 What makes a business successful?</p> <p><u>2 – People in business</u> - This section looks at people in organisation's, focusing on their roles, relationships, and management in business.</p> <p>2.1 Internal and external communication 2.2 Recruitment and selection process 2.3 Training</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you identify the different PESTLE factors that affect business success?• How can consumer income affect a business?• What impact do exchange rates have on the operations of transnational cooperation?• Evaluate the best way to measure a business's success.• Analyse the different documents used within recruitment.• What are the benefits of drawbacks of different training methods?• Evaluate if Internal or external recruitment growth best for a Partnership organisation?





<p>Term 3 – Topics/ Key Content</p> <p>2 – People in business (continuation from term 1) Key section covered: 2.4 Motivation and rewards 2.5 Organisation structure and employees</p> <p>3 – Business finance - This section explores the use of accounting and financial information as an aid to decision-making. 3.1 Business finance – sources 3.2 Cash flow forecasting</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you explain the main aspects of Maslow, Taylor, and, Herzberg’s motivational theories?• Why do businesses need motivated staff?• What is the difference between centralized and decentralized structures?• Can you explain the benefits and drawbacks of different sources of finance?• Which is more important Cash flow or profitability?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques are used to stretch students’ knowledge and understanding.</p> <p>Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 4 Computing Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.</p> <p>Topic 2: Data – understanding of binary, data representation, data storage and compression.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does computational thinking contribute to problem-solving by understanding algorithms, their purpose, and how they function?• How can one effectively follow and modify algorithms to achieve desired outcomes?• What is the significance of truth tables in computational thinking, and how can they aid in algorithm construction?• How does an understanding of binary support data representation and storage in computational systems?• What are the key principles and techniques involved in data compression, and why is it important in computational thinking?• How do algorithms and data representation interact to enable efficient computation and processing in computational systems?
<p>Term 2 – Topics/ Key Content</p> <p>Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• They interact with each other?• What are the distinguishing characteristics and features of different programming languages, and how do they impact software development?• How does an understanding of computer hardware and software components contribute to the effective design and implementation of computer systems and applications?
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Topic 4: Problem solving with programming. The main focus of this paper is: understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine and evaluate programs</p>	<ul style="list-style-type: none">• Programming, and how do they contribute to the creation of effective programs?• How can the process of decomposing and analyzing problems help in the development of efficient and reliable programs?• What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?• How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?• How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?
<p>Assessment Overview and Format:</p> <p>Assessment Overview and Format:</p> <p><u>Principles of Computer Science – All Topics – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination Multiple choice, short and extended open response questions.</p> <p><u>Application of Computational Thinking – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Seneca Learning: https://www.senecalearning.com/</p> <p>ExamSolutions: https://www.examsolutions.net/</p> <p>Teach-ICT: https://www.teach-ict.com/</p> <p>BBC Bitesize (Edexcel GCSE Computer Science): https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>CGP Online: https://www.cgpbooks.co.uk/interactive_igcse_computer_science</p> <p>The Student Room (Edexcel GCSE Computer Science Forum): https://www.thestudentroom.co.uk/forumdisplay.php?f=331</p> <p>Edexcel (Pearson) - GCSE Computer Science: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</p> <p>Craig'n'Dave Edexcel GCSE Computer Science playlist: Craig'n'Dave - YouTube</p>





Key Stage 4 Economics Curriculum Year 10

Term 1 – Topics/ Key Content <u>The market system</u> <ul style="list-style-type: none">• The economic problem• Economic assumptions• Demand, supply, and market equilibrium• Elasticity• The mixed economy• Externalities	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• How are PED and PES calculated?• What is a positive/negative externality and how do we fix it?• How are resources allocated in a mixed economy?
Term 2 – Topics/ Key Content <u>Business Economics</u> <ul style="list-style-type: none">• Productivity and division of labour• Business costs, revenues, and profit• Business competition	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What is specialization?• What is profit maximization and at what point does it occur?• How are prices set in different markets?
Term 3 – Topics/ Key Content <u>Business Economics</u> <ul style="list-style-type: none">• The labour markets• Government intervention <u>Government and the economy</u> <ul style="list-style-type: none">• Macroeconomic Objectives	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How are wages set in a market economy?• Do minimum wages cause more problems than they fix?





Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher





Key Stage 4 Enterprise Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Setting up a new enterprise Skills & and Behavior of enterprising people Opportunities, risk, legal & ethical considerations Market research</p> <p>Coursework focus</p> <ul style="list-style-type: none">• Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the meaning of enterprise?• Who are the Stakeholders in your enterprise?• Identify and describe the different ways of being enterprising at home and at school?• Can you explain the skills of enterprising person like Elon Musk?• Evaluate how enterprising people have used their skills to be successful?• What is the risk involved in your enterprise?• What is the impact of laws and regulations to protect stakeholders?• How an enterprise may have an impact on communities and society?• What are your ethical considerations within your enterprise?• Explain the different methods of identifying potential customers?
<p>Term 2 – Topics/ Key Content</p> <p>Business planning Action plans and review</p> <p>Coursework focus</p> <ul style="list-style-type: none">• Task 2 Planning the project, including the following:• Task 2a Planning to manage potential problems or issues in the action plan	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different aims & objectives of enterprises?• Can you identify the content, purpose, and importance of action plans?• What is the purpose, importance and contents of business plans?• How can a business monitoring its plans to ensure success?





<p>Term 3 – Topics/ Key Content</p> <p>Sources of finance Marketing Cash flow, break-even & income statement</p> <p>Coursework focus</p> <ul style="list-style-type: none">• Task 2 Planning the project, including the following:• Task 2b either planning for financing the project OR planning marketing communications.	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different sources of finance including their advantages and disadvantages?• Can you evaluate appropriate sources of finance for different situations?• How can marketing be used to achieve your enterprise aims?• What are the different methods of measuring customer satisfaction and retention?• Can you identify different methods of marketing communication for your enterprise?• Can you construct and interpret a cash flow forecast, break even and income statement for your enterprise?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding within Exam content. Homework set as summative assessment based on exam questions. Coursework tasks set with feedback offered to students. Three formal key assessments held with a full mock paper for key assessment</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, team challenges, homework tasks, coursework task, revision booklet, learning journal, past exam papers - all available on teams. Online access on e-book using login provided by teacher.</p> <p>www.startups.co.uk http://entrepreneursuk.net/ http://studentcenter.ja.org www.entrepreneur.com www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf www.mindyourownbiz.org/yourbizstudent.pdf http://business.timesonline.co.uk www.cobwebinfo.com/thebusiness-of-being-enterprising/</p>





Key Stage 4 Design Technology Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Theory</u></p> <p>Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p><i>Core Technical Principles</i></p> <ul style="list-style-type: none">-Materials and their working properties <p><i>Specialist Technical Principles</i></p> <ul style="list-style-type: none">-Selection of materials or components-Forces and stresses-Ecological and social footprint-Sources and origins-Using and working with materials-Stock forms, types, and sizes-Scales of production-Specialist techniques and processes-Surface treatments and finishes	<p>What are the different classifications of materials? their properties and their common uses?</p> <p>What factors should you consider when selecting a material of component?</p> <p>What impact can force and stress have on a material?</p> <p>How can we reinforce and stiffen materials to make them stronger?</p> <p>What are the six Rs?</p> <p>What are the ecological and social issues in the design and manufacture of products?</p> <p>What is the source of timber, metal, and polymers?</p> <p>How are materials processed?</p> <p>In what ways can you shape and modify materials?</p> <p>How does a materials property affect a products performance?</p> <p>What are the stock forms and standard components available for each of the materials?</p> <p>What are scales of production?</p> <p>Why is quality control important during manufacture?</p> <p>What production aids, tools and equipment can be used in the manufacture of products?</p> <p>What is tolerance and why is it important?</p> <p>What finishes are available for each material?</p> <p>Why do we use surface treatments and finishes?</p>
<p><i>Project 1: Drawing & Rendering Skills</i></p> <p>Students will develop their design skills during this project. They will focus on shading, rendering and texture. Different 3D drawing style; isometric, one and two-point perspective, the crating technique and presentation methods.</p>	<p>How will you use what you learnt in previous years to support you during this project?</p> <p>(Meta-thinking, Linking)</p> <p>Why is being precise an important skill when designing?</p> <p>(Analysing)</p> <p>How can practice and perseverance benefit your drawing and rendering skills?</p> <p>(Hard Working)</p> <p>Why is being open-minded important when analysing and interpreting another designer's work?</p> <p>(Agile)</p> <p>What methods can you use to showcase fluent thinking and originality in your designs?</p> <p>(Creating)</p>
<p><i>Project 2: Speaker</i></p> <p>Students will undertake research into the different design movements and designers they need to know for their</p>	<p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?</p> <p>(Realising)</p>





<p>exam. They will then choose one of these for inspiration when designing and making a speaker. Students will follow the design process for this project.</p> <p>They will understand how create their design using CAD/CAM, specifically Onshape.</p>	
<p>Term 2 – Topics/ Key Content</p> <p><u>Theory</u> <i>Specialist Technical Principles will continue.</i></p> <p><i>Project 2: Speaker will continue.</i></p> <p><i>Project 3: Mini NEA</i> Students will continue to develop their design process skills during this project. They will follow the design process and complete a portfolio as they would for the NEA. This project will be based on a design context from the exam board and each student will manufacture a product of their choosing that fits within this context.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Why should you develop your initial design idea during the iterative design process? (Creating)</p> <p>How can you use resilience to overcome problems you may face during manufacture? (Hard-working)</p> <p>Why is planning a significant step before manufacturing a project? (Analysing)</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Theory</u> Students will have a theory lesson once a week to cover the material</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can you use primary and secondary data to understand client needs?</p>





needed for the exams at the end of year 11.

Designing & Making Principles

- Investigation, primary and secondary data
- Environmental, social, and economic challenge
- The work of others
- Design Strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Materials management
- Specialist tools and equipment
- Specialist techniques and processes

Project 3: Mini NEA will continue.

NEA design context released by the exam board on June 1st.

Students will choose an appropriate context and will work through the design process to create a product that will fit into the context given.

This term they will focus on the research and design development.

This coursework will continue in Year 11.

What does an effective design brief and specification look like?

How does environmental, social and economic change influence the process of designing and making?

How can the work of other designers and companies help us with our own designs?

What strategies can you use to generate original creative designs?

What is iterative design?

How do you avoid design fixation?

What techniques can you use to enhance drawing skills and improve communication?

Why are prototypes useful?

Why do we evaluate prototypes critically?

Do you understand how to select appropriate materials and components for your designs?

Why should we measure twice cut once?

What is nesting and tessellation and why is it useful?

How can jigs and templates speed up production time?

Do you know how to use specialist tools and equipment correctly and safely?

How will you approach the design context?

What is an iterative design process?

How will you ensure you maximise the marks set out by the exam board?

How can you include primary research in your NEA?

Why is it important to have a client as you progress through your project?

How can looking at existing products benefit your design work?

What information does a design specification give us?

How can you write an effective design brief?

What strategies and techniques will you use to demonstrate originality and creativity on your designs?

Why are annotations important in your design work?

What information should be included in annotations?

How can you evaluate the success of your designs?





Assessment Overview and Format:

50% NEA – Coursework project.
50% Exam – 2-hour paper.

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate, and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.





Key Stage 4 Drama Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Skills Development and Theatre Practitioners</p> <p>This introductory unit of work will allow students the opportunity to enhance and refine the skills obtained during KS3 and deepen their knowledge of key practitioners that will influence their work over the next two academic years.</p> <p>There will be both a written and performance assessment for this unit of work.</p>	<p>Term 1 - Overarching Key Questions</p> <p><i>What was your original response to the stimulus?</i></p> <p><i>How did this develop over time?</i></p> <p><i>What is your intended outcome for the performance?</i></p> <p><i>Were you successful and how do you know this?</i></p>
<p>Term 2 – Topics/ Key Content</p> <p>Component 1 Exam (Devising)</p> <p>Students will complete their first piece of coursework during this unit of work. They will be presented with a range of stimuli from which they must choose one to create a performance.</p> <p>They will also complete a 2500-word essay analysing and evaluating the success of their performance.</p> <p>This unit is internally marked and externally moderated.</p>	<p>Term 2 - Overarching Key Questions</p> <p><i>What was your original response to the stimuli and what were the intensions of the piece.</i></p> <p><i>What work did your group do in order to explore the stimuli and start to create ideas for your performance?</i></p> <p><i>What were some of the significant moments during the development process and when rehearsing and refining your work?</i></p> <p><i>How did you consider genre, structure, character, form, style, and language throughout the process?</i></p> <p><i>How effective was your contribution to the final performance?</i></p> <p><i>Were you successful in what you set out to achieve?</i></p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>How do your intensions as director differ from those of the original playwright or are they similar?</i></p>





Page to Stage: Exploration and Performance of a Set Text (DNA)

Students will practically explore the themes, issues, and characters from the examination text DNA. Throughout this unit of work, they will look at the text from the perspective of the performer, the designer, and the director. They must pay special attention to the purpose and intentions of the play in addition to the social and cultural contexts.

They will have an end of year practical examination where they will perform two extracts from the text AND a written examination which will be section A of the written paper.

Assessment Overview and Format:

Key assessment one will be both written and practical (devised).

Key Assessment Two will be both written and practical. As this assessment will form their GCSE coursework it will be marked internally and externally moderated by the examination board.

Their end of year examination will be both practical and written.

Links for Home Learning/Extension Resources:

Homework will be set regularly for year 10 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.

Students will also be provided with a textbook to further support their learning.

They should also try to get as much exposure to theatre as possible whether that be live or recorded.

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

<https://www.digitaltheatreplus.com/>





Key Stage 4 iGCSE English Language and English Literature Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><i>Students will have two language and two literature lessons per week</i></p> <p>iGCSE English Language Studying Non-fiction extracts from the Pearson Edexcel Anthology</p> <p>iGCSE English Literature Modern Drama Coursework: <i>An Inspector Calls</i> which accounts for 20% of the final iGCSE Literature grade</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer use language to engage the reader?• What techniques does the writer use to create tension?• What are the key themes of the anthology texts?• What dramatic techniques does J.B. Priestley use to deliver a strong moral message?• Which characters change over the course of the play and why?
<p>Term 2 – Topics/ Key Content</p> <p>iGCSE English Language Poetry and Prose Coursework which accounts for 20% of the final iGCSE Language grade.</p> <p>iGCSE English Literature Transactional Writing</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer/poet use language to express their ideas?• How does the writer use structure for effect?• What techniques are used?• How can I vary my language use to suit audience and purpose?
<p>Term 3 – Topics/ Key Content</p> <p>iGCSE English Language Imaginative Writing Coursework which accounts for 20% of the final iGCSE Language grade</p> <p>iGCSE English Literature Literary Heritage Coursework: <i>Macbeth</i> which accounts for 20% of the final iGCSE Literature grade.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can I vary my language use to engage the reader? How can I create an effective setting and detailed description?</p> <p>Key questions for the <i>Macbeth</i> unit will vary depending on the coursework task set by the teacher.</p>
<p>Assessment Overview and Format:</p> <p>Students will be given timed, assessed pieces from each teacher at least once a month.</p> <p>In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given revision booklets to help them prepare for the examinations.</p> <p>Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.</p>





Key Stage 4 Food Preparation and Nutrition Curriculum - Year 10

Term 1 – Topics/ Key Content <u>Food Nutrition and Health</u> Theory and related practical's Healthy Eating Guidelines Eatwell Guide Food Groups Protein Fat Carbohydrates Vitamins Minerals Fibre and Water Nutritional needs of different age groups Diet-related health problems Energy needs Nutritional Analysis Planning Meals for different groups	Term 1 - Overarching Key Questions What are the functions of the nutrients? What are the sources of the nutrients? What are the deficiencies of the nutrients? When is food not safe? Why is eating healthy important? What are the healthy eating guidelines? Why do we need fibre? What are the nutritional needs of each age group? What are the diet-related problems? Why is nutritional analysis?
Term 2 – Topics/ Key Content <u>Food Science</u> Theory and related food practical's Why food is cooked. Cooking methods Functional Properties of Protein Functional Properties of Carbohydrates Functional properties of fat Raising Agents	Term 2 - Overarching Key Questions Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?
Term 3 – Topics/ Key Content Food Spoilage Storing food safely	Term 3 - Overarching Key Questions What causes food spoilage?





<p>Preparing food safely Food poisoning Use of Microorganisms</p>	<p>Why is it important to store food safely? How can one avoid cross-contamination? What are the causes of food poisoning? What are the beneficial uses of microorganisms?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p> <p>The students will be assessed using exam-style questions and a revision workbook will be issued to each student along with revision questions.</p> <p>Practical work will be assessed based on the level of skills shown and presentation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must be spending 2 hrs on Food work either homework / practical work or keeping up to date with content by revising class theory concepts.</p> <p>Students will be part of the showbie and team's groups where resources will be stored.</p> <p>Students will be encouraged to practice their practical skills at home.</p> <p>The students will be assessed using exam-style questions and a revision workbook will be issued to each student along with revision questions.</p>





Key Stage 4 Enterprise Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Setting up a new enterprise Skills & and Behavior of Enterprising people Opportunities, risk, legal & Ethical considerations Market research</p> <p>Coursework focus</p> <ul style="list-style-type: none">• Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the meaning of enterprise?• Who are the Stakeholders in your enterprise?• Identify and describe the different ways of being enterprising at home and at school?• Can you explain the skills of an enterprising person like Elon Musk?• Evaluate how enterprising people have used their skills to be successful?• What is the risk involved in your enterprise?• What is the impact of laws and regulations to protect stakeholders?• How could an enterprise have an impact on communities and society?• What are your ethical considerations within your enterprise?• Explain the different methods of identifying potential customers.
<p>Term 2 – Topics/ Key Content</p> <p>Business planning Action plans and review</p> <p>Coursework focus</p> <ul style="list-style-type: none">• Task 2 Planning the project, including the following:• Task 2a Planning to manage potential problems or issues in the action plan.	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different aims & objectives of enterprises?• Can you identify the content, purpose, and importance of action plans?• What is the purpose, importance, and contents of business plans?• How can a business monitor its plans to ensure success?
<p>Term 3 – Topics/ Key Content</p> <p>Sources of finance Marketing Cash flow, break-even & income statement</p> <p>Coursework focus</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different sources of finance including their advantages and disadvantages?• Can you evaluate appropriate sources of finance for different situations?• How can marketing be used to achieve your enterprise aims?





<ul style="list-style-type: none">• Task 2 Planning the project, including the following:• Task 2b EITHER planning for financing the project OR planning marketing communications.	<ul style="list-style-type: none">• What are the different methods of measuring customer satisfaction and retention?• Can you identify different methods of marketing communication for your enterprise?• Can you construct and interpret a cash flow forecast, break even and income statement for your enterprise?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding of Exam content. Homework is set as a summative assessment based on exam questions. Coursework tasks are set with feedback offered to students. Three formal key assessments are held with a full mock paper for key assessment.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbooks, PowerPoints, team challenges, homework tasks, coursework tasks, revision booklet, learning journal, and past exam papers are all available on teams. Online access on e-book using the login provided by the teacher.</p> <p>www.startups.co.uk http://entrepreneursuk.net/ http://studentcenter.ja.org www.entrepreneur.com www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf www.mindyourownbiz.org/yourbizstudent.pdf http://business.timesonline.co.uk www.cobwebinfo.com/thebusiness-of-being-enterprising/</p>





Key Stage 4 French Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>La famille: Family</u></p> <ul style="list-style-type: none">• Describing yourself and your family• Talking about getting on with others• Personal relationships• Future relationships <p><u>La technologie : technology</u></p> <ul style="list-style-type: none">• Talking about communicating online• Describing uses of social media• Advantages and disadvantages of mobile technology	<p>Term 1 – Key Grammar Concepts</p> <ul style="list-style-type: none">• Using avoir and être• Reflexive verbs• Position of adjectives• The immediate future• Possessive adjectives• Adjective agreement• Comparatives and superlatives• Using qui and que• Direct and indirect object pronouns• Present tense• Common irregular verbs• Ce/c'/ca• Using avec and sans• Using grâce à• Interrogative adjectives• Pronouns <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Les fêtes: customs and festivals</u></p> <ul style="list-style-type: none">• Talking about celebrations• How we celebrate• Types of festivals• International festivals <p><u>La santé et les loisirs: health and fitness and free time activities</u></p> <ul style="list-style-type: none">• Talking about eating preferences• Talking about sport and leisure activities• Describing eating habits• Comparing old and new health habits	<ul style="list-style-type: none">• Imperfect tense• Reflexive verbs in perfect tense• Using en/au/aux/a + places• Indefinite adjectives• Deciding between perfect and imperfect• Perfect tense of regular verbs• Time phrases• Perfect tense with être• Opinion verbs• Demonstrative and emphatic pronouns• Using en and y• Using quand, lorsque and si• Devoir and pouvoir + infinitive• Il faut + infinitive• Imperfect tense of être/avoir/faire• Expressions of quantity





	<ul style="list-style-type: none">• Recognising the pluperfect tense <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Ma ville: My town</u></p> <ul style="list-style-type: none">• Describing furniture• Describing your home• Talking about compass points, surroundings, and types of accommodation• Describing what a town is like and its attractions. <p><u>Mes vacances: My holidays</u></p> <ul style="list-style-type: none">• Describing holiday destinations• Talking about holiday preferences• Holiday activities• Visiting regions in France	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Plurals of nouns• Negative phrases• Habiter and vivre• Demonstrative adjectives• Partitive articles• C'est and il y a• Prepositions• Using prepositions for countries and modes of transport• Sequencing words and phrases• Revision of the perfect tense• Using negatives• Depuis+ present tense• The pronoun y <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>





Assessment Overview and Format:

Students will complete 3 x past papers for reading, listening, and writing throughout the key assessment periods.

Links for Home Learning/Extension Resources:

AQA GCSE French textbook

www.revisionworld.com

www.languagesonline.org.uk

<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>

www.memrise.com

www.languagesonline.org.uk

www.language-gym.com

www.duolingo.com





Key Stage 4 Geography Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Physical Geography – Coastal environments</p> <p>Coastal Fieldwork – How does management have an impact on coastal landscapes and ecosystems? *The Coastal Field visit will take place in Year 11</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do Physical processes and human intervention give rise to characteristic coastal landforms?• What are the distinctive ecosystems, which develop, along particular stretches of coastline?• Why are coastal environments of great importance to people and need to be sustainably managed?• Investigation of coastal processes and form through primary and secondary fieldwork evidence
<p>Term 2 – Topics/ Key Content</p> <p>Human Geography – Urban environments</p> <p>Urban fieldwork – Does Dubai follow traditional land-use models?</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why is a growing percentage of the world’s population living in urban areas?• What are the social and environmental challenges, faced in cities, resulting from rapid growth and resource demands?• What different strategies can be used to manage social, economic, and environmental challenges in a sustainable manner?• Investigating the changing use of central/inner urban environments through primary and secondary evidence
<p>Term 3 – Topics/ Key Content</p> <p>Hazardous environments</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• With reference to earthquakes, volcanic eruptions, and tropical storms, why are some places more hazardous than others?• What are the impacts hazards have on people and the environment?





	<ul style="list-style-type: none">• Why do earthquakes present a hazard to many people and need to be managed carefully?
<p>Assessment Overview and Format:</p> <p>Formative assessment in lesson by teacher during Q&A, and classwork activities. Peer assessment techniques used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key assessments held with a pre -mock paper for key assessment 3.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be provided with a copy of the Edexcel IGCSE Geography textbook.</p> <p>http://www.sporcle.com/games/category/geography http://www.nationalgeographic.com/ http://www.bbc.co.uk/news/ http://www.theguardian.com/uk http://www.gapminder.org/ https://www.cia.gov/library/publications/the-world-factbook/ http://news.bbc.co.uk/1/hi/country_profiles/default.stm http://www.statistics.gov.uk/hub/index.html http://www.metoffice.gov.uk/</p> <p>For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library.</p> <p>You can also follow magazines like the National Geographic and The Geographical.</p>





Key Stage 4 History Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Germany: Developments of Dictatorship, 1918-1945</u></p> <p>The establishment of the Weimar Republic and its early problems</p> <p>The Recovery of Germany 1924-1929</p> <p>The Rise of Hitler and the Nazis to January 1933</p> <p>Nazi Germany 1933-1939</p>	<ul style="list-style-type: none">• The abdication of the Kaiser and the establishment of the Weimar Republic.• The Treaty of Versailles• Challenges to the Weimar Republic from left and right. • The Work of Gustav Stresemann – at home• Stresemann’s successes abroad • Hitler and the German Workers Party 1920-1922• Munich Putsch and the reorganization of the Nazi party.• Impact of the Great Depression • Setting up the Nazi dictatorship• Nazi methods of control• The impact of Nazi domestic policies• Nazi policies to reduce unemployment.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Germany: Developments of Dictatorship, 1918-1945</u></p> <p>Germany and the Occupied Territories During the Second World War</p> <p><u>A World Divided: Superpower Relations, 1943-1972</u></p> <p>Reasons for the Cold War</p>	<ul style="list-style-type: none">• Nazi policies towards the Jews• The home front during the war• The growth of opposition to Hitler • Long term rivalry between the Soviet Union and the West• The conferences at Tehran, Yalta and Potsdam





<p>Early Developments in the Cold War 1945-1949</p> <p>The Cold War in the 1950s</p>	<ul style="list-style-type: none">• Soviet expansion in Eastern Europe• The impact on US-Soviet relations of the Truman Doctrine and Marshall Plan• The 1948 Berlin crisis and its consequences. <ul style="list-style-type: none">• From Korea to Hungary• The Hungarian Uprising 1956
<p>Term 3 – Topics/ Key Content</p> <p><u>A World Divided: Superpower Relations, 1943-1972</u> Three Crises: Berlin, Cuba, and Czechoslovakia</p> <p>The Thaw and Moves Towards Détente, 1963-1972</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Berlin 1953-1963: Increased tension and the impact of the Berlin Wall• The Cuban Missile Crisis• Czechoslovakia, 1968-1969 <ul style="list-style-type: none">• The thaw begins.• Détente





Assessment Overview and Format:

We do two Mock Exams across the Year. These assessments will be on Germany first and then on the Cold War.

They also complete exam questions in the same format as they will sit in the exam across the year. They will do these exam questions in class and for homework.

Links for Home Learning/Extension Resources:

All lessons will be on TEAMS and students will have access to course books and lessons at home.

[Germany - GCSE History Revision - Edexcel - BBC Bitesize](#)
[The Cold War and Vietnam - GCSE History Revision - Edexcel - BBC Bitesize](#)





Key Stage 4 Islamic Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• Ethical advice and instructions (Surah Al Waqi'ah1-26)• The Farewell Pilgrimage and the death of the Prophet PBUH• Blind imitation• Permissible and forbidden foods and drinks• The forgiving (Al Ghafour) The Just (Al 'Adl)	<ul style="list-style-type: none">• Mention the different types of people that are mentioned in Surah Waqiah?• Discuss the deeds that are helpful to enter heaven.• Explain the 3 most important things mentioned by the Prophet PBUH in his farewell pilgrimage.• What lessons do we learn from the farewell pilgrimage of Prophet Muhammad PBUH?• Explain the ruling of Islam regarding Halal and Haram• Infer the wisdom of avoiding suspicious things from the Hadith of Prophet PBUH• Classify the Halal and Haram food in Islam• Mention the characteristics of Allah's forgiveness.• Explain the 3 domains of Allah's justice.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• In the presence of Allah His Messenger and the Ruler (Surah Al Hujurat 1-10)• (Zakat) Alms-giving in Islam• The seven grave sins (Hadith)• The Rules of Raa• The Permissible (Halal) is self-evident• Sharia Rule	<ul style="list-style-type: none">• When was Surah Al Hujurat revealed?• Explain how to show respect to the prophet Muhammad PBUH?• What are the conditions of Zakah• How does Zakah impact economic system of any country in a positive way?• Differentiate between Zakah and Sadaqah?• Discuss the categories eligible to receive Zakah?• How seven grave sins mentioned in Hadith, damage the individual and society?• What strategies would you propose to avoid seven grave sins?• Explain how to apply the rules of Raa• What is the logic behind making certain food and drink Halal or Haram?• How would you evaluate the characteristics of Shariah rules in Islam?• Can you give examples of five types of shariah rules?





<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• The safety of society and the unity of its members (Surah Al Hujurat 11-13)• Society is made up of men and women• The (Hajj) Pilgrimage• No to suicide• The Core of Religion is Sincerity (Naseeha)	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does Islam ensure the safety of society and the unity of its members?• Explain how bad habits damage the society?• Differentiate between Ghibah and Nameemah?• What are the conditions of Hajj?• What happens if someone delays performing Hajj despite being able to do so?• How does Hajj impact the Muslim society in a positive manner?• Discover the Islamic point of view about suicide• Explain the status of human soul in Islam• Justify the prohibition of suicide in Islam
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year. Students will be judged according to the following criteria. Qur'an recitation</p> <ul style="list-style-type: none">• Qur'an memorisation• Written Assessment• Home learning/note books.	<p>Links for Home Learning/Extension Resources:</p> <p>www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>





Key Stage 4 Maths Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<u>Bounds/ error intervals</u>	H1.8A solve problems using upper and lower bounds where values are given to a degree of accuracy.
<u>Algebra skills & rearranging</u>	H2.3A understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs.
<u>Indices</u>	H2.1A use index notation involving fractional, negative and zero powers.
<u>Algebraic fractions</u>	H2.2C manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic.
<u>Set notation and venn diagrams</u>	F1.5E use Venn diagrams to represent sets. F6.3D find probabilities from a Venn diagram.
<u>Ratio/Proportion</u>	H1.5A understand sets defined in algebraic terms, and understand and use subsets.
<u>Shape transformations</u>	H1.5B use Venn diagrams to represent sets and the number of elements in sets.
<u>Angles - all</u>	H1.5C use the notation $n(A)$ for the number of elements in the set A
<u>Circle Theorems</u>	H1.5D use sets in practical situations.
<u>Percentages</u>	F1.7E solve word problems about ratio and proportion. F1.10C understand and carry out calculations using time, and carry out calculations using money, including converting between currencies. F5.2B rotate a shape about a point through a given angles. F5.2G translate a shape. F5.2L enlarge a shape given the scale factor. F5.2M identify and give complete descriptions of transformations. F4.1B use angle properties of intersecting lines, parallel lines and angles on a straight lines. F4.2C understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite F4.2D understand the term 'regular polygon' and calculate interior and exterior angles of regular polygons. F4.2E understand and use the angle sum of polygons. H4.7A provide reasons, using standard geometrical statements, to support numerical values for angles





	<p>obtained in any geometrical context involving lines, polygons and circles.</p> <p>H4.6A understand and use the internal and external intersecting chord properties.</p> <p>H4.6B recognise the term 'cyclic quadrilateral'</p> <p>H4.6C understand and use angle properties of the circle (circle theorems in spec)</p> <p>F1.6B express a given number as a percentage of another number</p> <p>F1.6C express a percentage as a fraction and as a decimal</p> <p>F1.6D understand the multiplicative nature of percentages as operators</p> <p>F1.6E solve simple percentage problems, including percentage increase and decrease</p> <p>F1.6F use reverse percentages</p> <p>F1.6G use compound interest and depreciation</p> <p>H1.6A use repeated percentage change</p> <p>H1.6B solve compound interest problems</p>
<p>Term 2 – Topics/ Key Content</p> <p>Term 2 – Topics/ Key Content</p> <p><u>Trigonometry All – sine and cosine rule (3D trig)</u></p> <p><u>Cumulative frequency & IQR</u></p> <p><u>Surds</u></p> <p><u>Quadratics</u></p> <p><u>Compound measures</u></p> <p><u>Surface area and Volume</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>F4.8C apply trigonometrical methods to solve problems in two dimensions</p> <p>H4.8A understand and use sine, cosine and tangent of obtuse angles</p> <p>H4.8B understand and use angles of elevation and depression</p> <p>H4.8C understand and use the sine and cosine rules for any triangle</p> <p>H4.8D use Pythagoras' theorem in three dimensions</p> <p>H4.8E understand and use the formula $\frac{1}{2} ab \sin C$ for the area of a triangle</p> <p>H4.8F apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane</p>





<p><u>Similar shapes</u></p> <p><u>Simultaneous equations</u></p>	<p>H6.1B construct cumulative frequency diagrams from tabulated data</p> <p>H6.1C use cumulative frequency diagrams</p> <p>H1.4A understand the meaning of surds</p> <p>H1.4B manipulate surds, including rationalising a denominator</p> <p>H2.7A solve quadratic equations by factorization</p> <p>H2.7B solve quadratic equations by using the quadratic formula or completing the square</p> <p>H2.7C form and solve quadratic equations from data given in a context</p> <p>F4.4G use compound measure such as speed, density and pressure</p> <p>F4.10C find the surface area of simple shapes using the area formulae for triangles and rectangles</p> <p>F4.10D find the surface area of a cylinder</p> <p>F4.10E find the volume of prisms, including cuboids and cylinders, using an appropriate formula</p> <p>H4.10A find the surface area and volume of a sphere and a right circular cone using relevant formulae</p> <p>H4.11A understand that areas of similar figures are in the ratio of the square of corresponding sides</p> <p>H4.11B understand that volumes of similar figures are in the ratio of the cube of corresponding sides</p> <p>H4.11C use areas and volumes of similar figures in solving problems</p> <p>H2.6A calculate the exact solution of two simultaneous equations in two unknowns.</p> <p>H2.7D solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Nth term & sequences</u></p> <p><u>Graphs – all including inequalities.</u></p> <p><u>Probability Recap (trees)</u></p> <p><u>Standard form</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>H3.1A understand and use common difference (d) and first term (a) in an arithmetic sequence</p> <p>H3.1B know and use $\text{nth term} = a + (n - 1)d$</p> <p>H3.3A recognise, plot and draw graphs of polynomial</p> <p>H3.3D find the gradients of non-linear graphs</p> <p>H3.3E find the intersection points of two graphs, one linear (y1) and one non-linear (y2), and recognise</p>





<p><u>Averages from tables</u></p>	<p>that the solutions correspond to the solutions of $y_2 - y_1 = 0$</p> <p>H3.3G find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line</p> <p>F2.8D represent simple linear inequalities on rectangular Cartesian graphs</p> <p>F2.8E identify regions on rectangular Cartesian graphs defined by simple linear inequalities</p> <p>H2.8B identify harder examples of regions defined by linear inequalities</p> <p>H6.3A draw and use tree diagrams</p> <p>H6.3B determine the probability that two or more independent events will occur</p> <p>H6.3C use simple conditional probability when combining events</p> <p>H6.3D apply probability to simple problems</p> <p>H1.9A solve problems involving standard form</p> <p>F6.2A understand the concept of average</p> <p>F6.2B calculate the mean, median, mode and range for a discrete data set</p> <p>F6.2C calculate an estimate for the mean for grouped data</p> <p>F6.2D identify the modal class for grouped data</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none">• Baseline (where applicable)• Key assessment 1 End of term 1• Key assessment 2 End of term 2• Key assessment 3 End of Year	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level. Dr Frost www.dr frostmaths.com/resourceexplorer.php Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 4 Media Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language and representation</u> Basic media language terminology in use in a music video – shot sizes, camera angles, edits.</p> <p>Representation as ‘re-presentation or reality’: How these media language elements and visual codes (e.g. colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established.</p>	<p>What is Media language?</p> <p>What are the different forms of media language?</p> <p>Media representations: How is media language used to represent an artist in specific ways?</p>
<p><u>Introduction to industries and audiences</u></p> <p>Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p>	<p>What are Stereotypes and how are they used?</p> <p>Media representations: How does a media producer encode media for the target audience?</p> <p>How can an audience de-code a media product?</p> <p>Media language: What are codes and conventions?</p> <p>What are the differences between Mass and Niche audiences?</p>
<p><u>Advertising – Representation and Audiences</u></p> <p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations): Television advertisement for Galaxy</p> <p>NHS Blood and Transplant online campaign video</p> <p>OMO Print advert from <i>Woman’s Own</i> magazine.</p> <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving</p>	<p>Media representations: How can you use stereotypes when creating a media product?</p> <p>Media language: How can you use media language to encode a media product for a mass or niche audience?</p> <p>Media language: What forms of media language are used in these adverts and why?</p> <p>Why are theories of narrative relevant in advertising?</p> <p>Technology and media products – How is technology changing our interaction with the media?</p> <p>Media representations: Choice of media producers Representations of reality – What is hyperreality? Stereotypes Reflection of contexts</p>





<p>a brief introduction to how developments in technology impact on content.</p> <p>Analyse representation and use of stereotypes.</p> <p>Mock coursework – Plan and create an advertising campaign based on the concepts learnt from the three CSP products.</p>	
<p>Term 2 – Topics/ Key Content</p> <p><u>The film industry</u> CSPs Film industry (targeted, focusing on media industries): <i>Black Widow</i></p> <p><i>I, Daniel Blake.</i></p> <p>Set each CSP within its context.</p> <p>Focusing on the industry, not on the content of the films themselves.</p> <p><u>Music videos</u> CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):</p> <p>Arctic Monkeys - <i>I bet you look good on the dancefloor.</i></p> <p>Black Pink – <i>How you like me now.</i> Focusing on the industry and audiences.</p> <p><u>Practical activities:</u> Devise the marketing plan for the single launch for one of these videos.</p> <p>Plan the website home page for the day before, or the day of the launch.</p> <p>Write the posts for the band’s official social media channels in the five days prior to the release of the single.</p> <p><u>Radio</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>Media industries: How does media ownership affect media products and how do we consume them?</p> <p>What are the differences between commercial and independent industries? Who regulates the film industry and why do we need them?</p> <p>Media industries: The nature of media production – How are music videos produced to target their intended audience?</p> <p>Production processes – What media language has been used to communicate to the audience?</p> <p>Who regulates the music video industry and why do we need them?</p> <p>How would you use each of the available media platforms to reach your target audience?</p> <p>Media Industries: Production processes Working practices in media industries – How are the BBC different from commercial media companies?</p> <p>What funding models are used in the media industry?</p>





<p>CSPs Radio (targeted, focusing on media Industries and media audiences): Radio 1 Launch Day, Tony Blackburn Kiss FM Breakfast. .</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Online, social, and participatory media CSPs Online, social, and participatory media (in-depth, all four areas of the theoretical framework): Kim Kardashian; Hollywood Lara Croft Go. Marcus Rashford Set each CSP within its context. Use notes in CSP booklet to help devise specific learning activities.</p> <p>CSPs Magazines (targeted, focusing on Media language and representations): <i>Tatler</i>, January 2021 <i>Heat</i>, November 2020.</p>	<p>Term 3 - Overarching Key Questions</p> <p>Media representations: Re-presentation – How are online personalities represented differently? What are the theoretical perspectives on gender? Viewpoints. What is the Social, cultural, and political significance of these products? Media Industries: What is Convergence? Questions will bring together all aspects of the media industry to cover the following points. Media Languages: What are the Codes and conventions of magazines? Theoretical perspectives on genre. Media Representations: Re-presentation Reflection of contexts</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Mini internal assessments are carried out at the end of each of each CSP. Mock coursework tasks are set after each section of the industry is covered.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All lesson resources and information sheets will be on Microsoft Teams. AQA GCSE media studies textbook. BBC Bitesize media studies.</p>





Three formal key assessments held with a full mock paper for key assessment 3.





Key Stage 4 Music Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Introduction to the GCSE course:</p> <ul style="list-style-type: none">• Build on knowledge and experience at KS3.• Consolidate basic musical vocabulary and knowledge.• Study exemplar performances and compositions• Look at the assessment criteria for the coursework tasks. <p>Instrumental Music 1700–1820 set works:</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major</p> <p>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor ‘Pathétique’</p> <ul style="list-style-type: none">• These pieces will be explored using students’ knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music. Comparative and evaluative skills will be practised between the two.• The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and the 19th-century Romantic sensibility in music and its application to sonata form. <p>Instrumental Music 1700–1820 wider listening</p> <p>Explore pieces in genres related to the two-set works, which will include:</p> <ul style="list-style-type: none">• concerti by Vivaldi• concerto grosso by Handel• piano sonata movements by Haydn and Mozart. <p>Vocal Music set work:</p> <p>H. Purcell: ‘Music for a While’</p> <ul style="list-style-type: none">• Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts and	<ul style="list-style-type: none">• How do we use MAD T-SHIRT to analyse music?• What does ‘practice’ make?





<p>musical language to make critical judgements about the music.</p> <ul style="list-style-type: none">• This area of study is diverse and coverage at this stage will reflect Baroque approaches to songwriting, including ground bass structures. <p>Preparation for the performance component is ongoing.</p>	
<p>Term 2 – Topics/ Key Content</p> <p>Vocal Music set work: Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>)</p> <ul style="list-style-type: none">• Explore this piece using the students’ knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music.• This area of study is diverse and coverage at this stage will reflect 20th-century popular approaches to songwriting, including ground bass and verse and chorus structures. <p>Vocal Music wider listening: Explore settings of words to music for soloist and accompaniment, which will include:</p> <ul style="list-style-type: none">• Arias by G.F. Handel and J.S. Bach• Songs by Beach Boys and Alicia Keys• If time, songs by Schubert, Faure and/or Britten <p>Free composition inspirations and task setting:</p> <ul style="list-style-type: none">• We will discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations. <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work: S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of <i>Wicked</i>)</p> <ul style="list-style-type: none">• Explore this piece by using the students’ knowledge and understanding of musical	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How accessible is ‘old’ music to a young audience?• Why is an eclectic listening portfolio better for us as musicians?





<p>elements, musical contexts, and musical language to make critical judgements about the music.</p> <ul style="list-style-type: none">• The study of this set works will examine popular contemporary musical theatre styles. <p>Preparation for the performance component is ongoing.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Music for Stage and Screen set work. J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <ul style="list-style-type: none">• Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two.• The study of this set work will examine composing sound to match pictures. <p>Music for Stage and Screen wider listening:</p> <ul style="list-style-type: none">• Explore pieces in genres related to the first set work, which will include:• songs from musicals like <i>Matilda</i> and <i>Hairspray</i>. <p>Free composition is ongoing. Preparation for the performance component is ongoing.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How far have you come so far and how far do you still need to go?• What learning lessons have you learned?• What do you think is worth remembering about this work?• What would you do differently if you were to do this piece again? How could you improve it to the next level?• What new techniques and skills have you learned in listening/playing this piece of music?
<p>Assessment Overview and Format:</p> <p>Performance Minimum of 2 pieces 30 marks each Total of 60 marks</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Explore Wider Listening options for each Area of Study.</p>





Composition

Combination of 2 pieces

30 marks each

Total of 60 marks

Listening & Appraising Set Work

Exam 1hr 45mins

Total of 80 marks

Practice instruments for 20minutes per day and alongside private instrumental lessons.

Preparation for the performance & composition component is ongoing.





Keys Stage 4 GCSE Physical Education Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Fitness and Body Systems</u> <u>Musculo - skeletal system</u></p> <ul style="list-style-type: none">• The different functions of the skeleton and its importance in physical activities.• The structure of the Musculo-skeletal system.• The different movement possibilities at joints within the body.• The role of ligaments, tendons, and their relevance to physical activity and sport.• The classification of muscle types• How many muscles are used during physical activity?• How the muscular system works with the skeleton to allow participation in physical activity and sport. <p><u>Cardio-respiratory system</u></p> <ul style="list-style-type: none">• The main functions and structure of the cardiovascular system and its role in physical activity• The structure and role of arteries, veins, and capillaries and blood distribution• The function and importance of the components of the blood• The structure of the alveoli and gaseous exchange.• How do the cardiovascular and respiratory systems work together to let us take part in sports? <p>Practical sports covered and Assessed:</p> <ul style="list-style-type: none">• Football• Swimming	<p>Why do sports people have such different bodies?</p> <p>What injuries might happen to bones and joints when taking part in sport?</p> <p>How do bones, joints and muscles work together to help you in your favourite sport?</p> <p>A strong heart, healthy blood and good lungs are important for any athlete – but why?</p> <p>Which component of blood is most important and why?</p> <p>Which are the sports where having good lung capacity is key?</p>
<p>Term 2 – Topics/ Key Content <u>Anaerobic and Aerobic Exercise</u></p> <ul style="list-style-type: none">• How the body uses glucose and oxygen to release energy.• How fats and carbohydrates give energy for different sorts of activity. <p><u>Short- and long-Term Effects of Exercise</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>How does doing exercise affect your diet?</p> <p>Have you ever had a cramp? If so, when?</p> <p>What sort of exercise makes your muscles ache the most, and when?</p>





<ul style="list-style-type: none">• The short and long-term effects of exercise on the heart, muscles, and respiratory system.• How to interpret graphs showing HR, stroke volume and cardiac output during rest and exercise. <p><u>The Relationship Between Health and Fitness</u></p> <ul style="list-style-type: none">• What does the Terms health, exercise, fitness, and performance mean?• The relationship between health and fitness.• The role that exercise plays in keeping someone fit and healthy. <p><u>Components of Fitness and How Fitness Can Be Measured</u></p> <ul style="list-style-type: none">• Basic components of fitness• Skills related components of fitness.• The use of interpretation and different fitness tests. <p>Practical sports covered and assessed:</p> <ul style="list-style-type: none">• Athletics• Netball	<p>Why does it take longer to recover from sports more than others do?</p> <p>How do you think fitness affects sporting performance?</p> <p>Can you be fit but not healthy? - Or healthy but not fit?</p> <p>What have you done to try to improve your fitness? Imagine you are a PT. What aspects of someone's fitness might you want to help them with?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Principles of Training and Their Application</u></p> <ul style="list-style-type: none">• The principles of training include individual needs, specificity, progressive overload, and FITT.• How to use these principles when planning a PEP• Overtraining and how to prevent it.• Reversibility and its impact on performance• Training thresholds and how to calculate MHR.• What to consider when deciding different training methods to use for different activities• How to use different training methods to improve specific components of fitness.	<p>Term 3 - Overarching Key Questions</p> <p>Why do some people go to specific places to train?</p> <p>How much do you think success depends on natural talent and how much on good training?</p> <p>Do you think all types of exercise and sports bring about the same long-term effects of exercise?</p> <p>Are some sorts of exercise back for you in the long term?</p>





Long Term Effects of Exercise

- The benefits of exercise on the aerobic and anaerobic system, musculoskeletal system, cardiorespiratory system and performance.

Personal Exercise Program (PEP) 10% of practical exam to be completed.

Assessment Overview and Format:

Students will be assessed in an end-of-unit assessment teach Term.

The end-of-year exam will cover all Year 10 work (1hr45m exam paper).

Practical scores and grades will be gathered during the year and entered onto Go4Schools will take their top 3 sports as their highest practical grade.

Links for Home Learning/Extension Resources:

- Everlearner (students' individual log-in)
- Edexcel revision guide
- Edexcel revision workbook.





Key Stage 4 Photography Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Project 1:</p> <p>Theme: The Formal Elements</p> <p>Students will begin GCSE Photography by learning the formal elements of photography.</p> <p>Line Angle Shape Form Texture Pattern Colour Space Composition</p> <p>This will be in the form of mini workshop style lessons where students will both practically and theoretically understand and develop confidence of how these terms are used within photography. Students will also be introduced to the work of photographers and will analyse their work as a basis for influence within this project.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Why are the formal elements important within a photograph?</p> <p>How do the formal elements enable us to produce a more effective photograph?</p> <p>Can there be more than one formal element within a photograph?</p> <p>How have the photographers in which you have analysed influenced you with your practical outcomes?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Project 2</p> <p>Contemporary still life photography</p> <p>Students will be given the title. 'Contemporary still life photography' and will be expected to develop their own theme under this title using the formal elements and structure in which they have learnt from project 1.</p> <p>Students can take any approach from product photography or food</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists in which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>





photography. They will be expected to analyse the work of photographers which they have independently selected and will be expected to develop photographic responses demonstrating an understanding of the formal elements.

Term 3 – Topics/ Key Content

Mixed media techniques

Students will use the theme and photographs in which they have taken from Project 2 to develop in Project 3. The mixed media techniques will involve students experimenting with different mediums to make their photography look more unique and original enabling students to gain higher marks for AO2, AO3 and AO4. Students will then develop their ideas into an outcome. Their outcome will be expected to be in the form of an installation piece alongside final prints.

Some examples of mixed media techniques include.

Scratching
Burning
Sewing
Painting
Using various substances
Collage

Term 3 - Overarching Key Questions

How does the mixed media theme in which you have chosen help convey the theme or message you are trying to show within your photography?

Are you able to combine different mediums together?

Why do you believe mixed media techniques are important within photography and what role do you believe it plays?

Assessment Overview and Format:

Students will be assessed both formatively and summatively.

Links for Home Learning/Extension Resources:

The expectations of both quality and quantity within the GCSE means that for every hour students are in the





<p>Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1 DEVELOP AO2 REFINE AO3 RECORD AO4 PRESENT</p>	<p>classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4Schools and students will be expected to complete this by the deadline date.</p>
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Key Stage 4 Psychology Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Introducing GCSE skills and concepts</u></p> <p>Introducing assessment objectives and exam skills</p> <ul style="list-style-type: none">• 9-mark questions and how to structure them. <p><u>Research methods</u></p> <ul style="list-style-type: none">• Aims, hypothesis.• Variables• Sampling• Experimental methods• Experimental designs• Ethics• Types of data• Descriptive statistics• Presentation of data: graphs, distribution	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why do psychologists conduct research?• What are the strengths and limitations of research methods?• What do psychologists need to take into consideration when conducting research?
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• <u>Memory</u> The multi-store model of memory• Types of long-term memory• The primacy and recency effect in recall• The working memory model.• Dual task performance• Theory of reconstructive memory, War of the ghosts• Factors affecting the accuracy of memory: interference, context, and false memories. <p><u>Perception</u></p> <ul style="list-style-type: none">• Sensation and perception• Visual cues and constancies• Gibson’s theory of direct perception• Explanations for visual illusions• Gregory’s constructivist theory• Factors affecting perception: expectation, emotion, culture and motivation.• Key studies: Nisbett and Miyamoto, Gilchrist and	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does your memory work?• How do short-term and long-term memory work?• How is memory structured?• How long do memories last?• Why do factors affect how accurate our memories are? <ul style="list-style-type: none">• Why do people see images differently?• What factors affect our perception?• How reliable is research into perception?





<p>Nesburg, Kunst-Wilson and Zajonc and Bruner and Minturn.</p>	
<p>Term 3 – Topics/ Key Content</p> <p><u>Mental health</u></p> <ul style="list-style-type: none">• Characteristics of mental health• Incidences and variations• Effects of mental health on individuals and society• OCD: classification and diagnosis• OCD: explanations• OCD: treatments• OCD key study: Kearn• PTSD: classification and diagnosis• PTSD: explanations• PTSD: treatments• PTSD key study: Eftekhari <p>Revision of Year 10 topics</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why is there a stigma attached to mental health problems?• How do people with mental health problems feel?• What support is there for people with mental health problems?• What is the best treatment?• How can society’s approach to mental health be improved?
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of every topic – knowledge checks.</p> <p>This will also include keyword tests throughout each topic area.</p> <p>Key assessments will include a combination of topic areas reflecting exam papers and preparing students for the final examinations.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students have access to a course textbook, which is also on Teams.</p> <p>The following link can help students to revise the content: https://quizlet.com/ https://learndojo.org/aqa/gcse-psychology-revision/NEW: International GCSE Psychology (9218) OxfordAQA International Qualifications</p>





Key Stage 4 Science Curriculum Year 10

B, C or P indicates that this is triple science content only and combined will not cover this.

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3.2 Bioenergetics</p> <p>Breathing</p> <p>3.4 Aerobic respiration 3.5 Effect of exercise on the body 3.6 Anaerobic respiration</p> <p>3.1 Exchanging materials 3.2 Gas exchange in the lungs 3.3 Artificial breathing aids B</p> <p>Circulation</p> <p>4.1 The Circulatory system and the heart 4.2 Helping the heart B 4.3 Keeping the blood flowing B 4.4 Transport in the blood 4.5 Immune system and blood groups B</p> <p>Digestion</p> <p>5.4 The Digestive system 5.5 Making digestion efficient 5.6 Exchange in the gut</p> <p>5.1 Carbohydrates, lipids, and proteins 5.2 Enzymes</p>	<p>Unit 3 Chemical Changes</p> <p>4.1 Reactivity of metals 4.2 Reactions of acids 4.3 Electrolysis</p> <p>Unit 1 Acids, bases, and salts</p> <p>1.3 The properties of acids and bases 1.4 Preparation of salts</p> <p>Unit 3 Quantitative Chemistry</p> <p>3.1 <i>Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations</i> 3.2 <i>Use of amount of substance in relation to masses of pure substances</i></p>	<p>Unit 1 Energy</p> <p>1.4 Energy transfers, conservation, and dissipation of energy</p> <p>Unit 2 Forces</p> <p>2.1 Forces and their interactions 2.2 Motion 2.3 Resultant forces 2.4 Momentum 2.5 Safety in public transport 2.6 Forces and terminal velocity P</p>
TERM 2		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Plants as organisms</p> <p>9.1 Photosynthesis 9.2 Limiting factors 9.3 How plants use glucose 9.4 Exchange in plants</p> <p>Unit 3.3 Ecology</p> <p>Ecology</p> <p>13.1 Pyramids of biomass 13.2 Energy transfers 13.3 Making food production efficient B 13.4 Decay processes 13.5 The carbon cycle</p> <p>Human population and pollution</p> <p>14.2 The human population explosion B 14.2 Land pollution B 14.3 water pollution B</p>	<p>3.3 <i>Yield and atom economy of chemical reactions C</i> 3.4 <i>Using concentration of solutions in mol/dm³ C</i> 3.5 <i>Use of amount of substance in relation to volumes of gases C</i></p>	<p>Unit 3 Electricity and magnetism</p> <p>3.1 <i>Current, potential difference and resistance</i> 3.2 <i>Series and parallel circuits</i> 3.3 <i>Domestic uses and safety</i> 4.4 <i>Energy transfers</i> 3.5 <i>Static electricity P</i></p> <p>3.6 <i>Permanent and induced magnetism, magnetic forces, and fields</i> 3.7 <i>The motor effect</i> 3.8 <i>Induced potential, transformers, and the National Grid P</i></p>





14.4 Deforestation B 14.5 Global warming B		
TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
Unit 3.4 Organisms' interaction with the environment Nervous coordination and behaviour 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication Homeostasis 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes Defending ourselves against disease 8.1 Pathogens 8.2 Defence 8.3 Immunity	Unit 8 The rate and extent of chemical change 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium 8.3 Redox reactions	Unit 4 Atomic Structure 4.1 Atoms and isotopes 4.2 Atoms and nuclear radiation 4.3 Hazards and uses of radioactive emissions and of background radiation P 4.4 Nuclear fission and fusion P

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of-unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of iGCSE papers.

Combined Science 1 hour 15 minutes

Triple Science 1 hour 45 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (Students have logins)

Physics and Maths Tutor – exam questions and revision notes

<https://www.physicsandmathstutor.com/>

BBC Bitesize

<https://www.bbc.com/bitesize/levels/z98jmp3>

iAQA

Science - OxfordAQA (oxfordaqaexams.org.uk)





UK National Curriculum standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf





Key Stage 4 Moral, Cultural, and social studies Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Finance Management:</u></p> <p>This Unit focuses on building the basic understanding of the values of money and wealth, and obtaining the necessary tools to live a financially independent and responsible life, ultimately creating individuals ready to be entrepreneurs and proactive members of society.</p> <p><u>Assessment Overview and Format</u></p> <p>Students will have summative assessments throughout the year. This may be in the form of multiple-choice tests and personal reflections.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the value of money?• What are the dangers of Wealth and Greed• How can wealth be a Force of Good• How can I develop Entrepreneurship Skills• How to become an entrepreneur <p><u>Links for Home Learning/Extension Resources:</u></p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>UAE History and Heritage</u></p> <p>Students will learn the land, prehistory, and archaeology of the UAE from the Neolithic, Bronze, and Iron Ages. They will also explore the changing climate and ecology that led to the falaj system of irrigation of farmland. Topics explored will include:</p> <ul style="list-style-type: none">-UAE Landscape and Javel Faya-The Bronze Age and Umm an-Nar-The Impact of the Falaj during the Iron Age-Domestication of Camels and Muweilah-Shipbuilding and Trade: Ed-Dur and the Arabian Gulf	<p>Term 2 - Overarching Key Questions</p> <p>Why is it important to preserve the heritage of the UAE?</p> <p>-What can be learned from the heritage sites in the UAE?</p> <p>-How do the different federal authorities work together to govern the UAE?</p>





Developments Leading Up to the UAE

Students will learn about the development of the UAE:

- The Rise of Islamic Civilization in the Land of the UAE
- Emergence of Bani Yas and Qawasim of the Beginnings of the Colonial Period
- The British Maritime System and National Identity
- The Trucial States Leading up to Nationalisation

Assessment Overview and Format

Students will have summative assessments throughout the year. This may be in the form of multiple-choice tests and personal reflections.

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.

Term 3 - Topics/Key Content:

The UAE in the 21st Century – Part 1

Students will explore the future direction and challenges set forth by the Nation's leaders and how its citizens may contribute to the development and success of the country, including:

- Transition to the Knowledge Economy
- 21st Century Infrastructure and Smart Initiatives
- Innovation in Healthcare, Education and Social Services
- Sustainability and the Modern UAE.

The UAE in the 21st Century – Part 2

Students will explore the future direction and challenges set forth by the Nation's leaders and how its citizens may contribute to the development and success of the country, including:

- Civic Responsibilities of Citizens and Residents
- Trends in Local and International Trade
- Taking the UAE into the Future

Term 3 - Overarching Key Questions

What does the future of the UAE look like and how can we get there?

-What are the roles and responsibilities of the citizens in the UAE and how will this help its development?

-What makes a 'successful' country?





Assessment Overview and Format

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 4 Spanish Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 1: Me, my family, and friends</u></p> <ul style="list-style-type: none">• Talk about Friends• Describe family relationships• Talk about future plans• Talk about relationships <p><u>Unit 2: Technology in everyday life</u></p> <ul style="list-style-type: none">• Giving opinions about online messaging• Advantages and disadvantages of social media• Opinions on mobile technology• Use and overuse of technology!	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Agreement and preposition of adjectives• Using ser and estar• Using the immediate future tense• Using irregular adjectives and adjectives of nationality• Using the perfect tense of regular verbs• Using verbs with prepositions• Using estar and the present continuous• Using cuyo <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity with these topics.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 3: Free time activities</u></p> <ul style="list-style-type: none">• Talking about free time• Weekend plans• Special occasion meals• Sports in the world <p><u>Unit 4: customs and festivals</u></p> <ul style="list-style-type: none">• Learning about local customs• Learning about Spanish customs• Festivals in Spain <p>Festivals in the Hispanic world.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Revising the regular present tense• Using two verbs together• Forming regular adverbs• Revising the immediate future• Using the future tense• Recognising irregular verbs in the future <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity with these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 5: Home, town, neighborhood, and region</u></p> <ul style="list-style-type: none">• Saying what your house is like• Describing your house and area• Talking about your city	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Using prepositions to say where things are• Formulating more complex questions• Using demonstrative adjectives and pronouns• Using possessive pronouns• Using me gustaria• Using the conditional tense





<ul style="list-style-type: none">• Advantages and disadvantages of living in a city/countryside <p>Unit 6: Social Issues</p> <ul style="list-style-type: none">• Talking about charities and voluntary work• Healthy and unhealthy lifestyles <p>Opinions related to health</p>	<ul style="list-style-type: none">• Using negative words <p>Learning about the present subjunctive</p>
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</p>

