

Year 10 Information Pack

In this booklet:

- Curriculum maps for core subjects
- Curriculum maps for option subjects (*students to disregard any subjects they do not study*)



Contents

This pack contains the curriculum maps of each subject studied at GCSE by students at SSA. The curriculum maps feature a detailed overview of each course including a breakdown of the topics studied and key areas of focus in relation to the subjects examinations.

We recommend that students bookmark the maps they need and return to these throughout their GCSE study.

Core Subjects

English Language
English Literature
Mathematics
Combined Science
Religious Education

Option Subjects

Please disregard the curriculum maps of any subject you do not study.

History
Geography
Computer Science
Art and Design BTEC
Design and Technology
Drama
Food and Nutrition
Music
Sport and Fitness BTEC
Statistics
English as an Additional Language
French

English Literature and Language

Overview of the year: This year we look at three Literature texts: An Inspector Calls, A Christmas Carol and Macbeth as well as the Love and Relationship cluster of Poetry. You will gain an understanding of the different texts, the authors' purpose and the context surrounding it. You will also learn how to master creative writing and how to respond to unseen fiction and non-fiction texts.		Ways to consolidate and extend your learning in English: Reading texts and watch documentaries about Victorian London, Dickensian London, Edwardian Society, The Industrial Revolution and The Elizabethan Era. Also borrow books from your local library, read newspapers and fiction extracts or novels. Use YouTube revision videos such as Mr Bruff.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Literature- An Inspector Calls	Character development Features of a play Key themes in the play	Understanding the writers' methods used to present ideas in the play.	Exam style question on a character or theme. PPE paragraphs meeting A01, A02 and A03.
2	Literature - A Christmas Carol	Character development Features of a play Key themes in the novella	Understanding the writers' methods used to present ideas in the play.	Exam style question on a character or theme. PEE paragraphs meeting A01, A02 and A03.
3	Creative Writing	Narrative techniques Creating characters and developing stories The structure of narrative/descriptive writing.	To use ambitious vocabulary, very sentence types and use punctuation for effect to create an engaging piece of writing.	Writing a creative piece either a story, a descriptive piece or persuasive piece of writing.
4	Literature- Macbeth	Character development Features of a play Key themes in the play	Understanding the writers' methods used to present ideas in the play.	Exam style question on a character or theme.
5	Spoken Language Endorsement	What makes a good speaking and listening presentation? How to plan and prepare for a speaking and listening performance	To express your ideas through a presentation, using a range of vocabulary and speaking and listening skills to engage the audience.	To plan and present a speech no longer than 3 minutes long on a topic you feel strongly about.
6	PPE Revision of Language and Literature Papers	English Language and English Literature revision	Understanding the texts and the effect of writers' choice.	PPE exams for both Language papers and Literature papers
7	Love and Relationship Poetry	Themes presented in 15 poems Poetic techniques and their effect	Understanding the poems and the effect of the techniques.	Written response, comparing two poems.

Maths – Foundation

Overview of the year: Number Algebra Ratio and Proportion Geometry and Measures Statistics and Probability		Ways to consolidate and extend your learning in Maths: Can use Maths Genie questions & worked solutions. Use of Corbett- Maths Use of Maths Watch Weekly Hegarty maths HW with assigned 'fix up five' clip numbers Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Number- 1 Algebra- 1 Statistics- 1	BIDMAS, Simplify calculations, inverses, rounding, Multiply and divide decimal numbers, significant figures, estimation, prime numbers, factors and multiples, square roots and cube roots, powers, surds. Algebraic notation. Write and simplify expressions, index laws, formulae, substitution, expand brackets, factorise algebraic expressions, write expressions and simple formulae to solve problems. Tables and data collection sheets, bar charts, line graphs and histograms, time series graphs, trends, stem and leaf, pie charts, scatter graphs, line of best fit on a scatter graph.	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and preserve in seeking solutions. Graphical/statistical skills – analysing data from graphs	Mid-phase assessment Weekly homeworks
2	Number-2 Algebra -2	Compare, multiply, divide add and subtract fractions, fraction of a quantities, convert fractions to decimals and percentages and vice versa. Use decimals to find quantities. Percentage change. Understand and use inverse equations, rearrange & solve linear equations, use correct notation to show inclusive and exclusive inequalities, solve linear inequalities, substitution, know the difference between an expression, an equation, a formula and an identity. Arithmetic sequences, nth terms.	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and preserve in seeking solutions.	Mid-phase assessment Weekly homeworks End of term written assessment
3	Geometry and Measures -1 Statistics- 2 Geometry and Measures -2	Angles in triangles, quadrilaterals, regular and irregular polygons. Calculation, estimation and interpretation of averages and range. Calculation and estimation of perimeter area and volume, conversion of units.	Reason mathematically, critical thinking problem solving, analytical thinking quantitative reasoning	Mid-phase assessment Weekly homeworks
4	Algebra -3 Geometry and Measures -3	Recognise, draw and interpret straight line graphs, distance time graphs and real-life graphs. Know how to describe and carry out all transformations, rotation, enlargement, reflection and translation.	Can communicate, justify, argue and prove using mathematical vocabulary. critical thinking, problem solving, quantitative reasoning,	Mid-phase assessment Weekly homeworks End of term written assessment
5	Ration & proportion- 1 Geometry- 4 Probability- 1	Know and use ratio and proportion in comparing amounts, sharing amounts, shapes and other problems. Pythagoras theorem and Trigonometry. Understand how to calculate probability, interpret and draw sample space diagrams, venn diagrams and probability trees	Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and preserve in seeking solutions	Mid-phase assessment Weekly homeworks

Maths – Higher

Overview of the year:		Ways to consolidate and extend your learning in Maths:		
Number Algebra Ratio and Proportion Geometry and Measures Statistics and Probability		Can use Maths genie questions & worked solutions. Use of Corbett- Maths Use of Maths Watch Weekly Hegarty maths HW with assigned 'fix up five' clip numbers Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Number- 1 Algebra- 1 Statistics- 1	Combinations and permutation's, estimation, place value, prime factors, powers and roots, index laws, negative & fractional indices, standard form, rational and irrational numbers, surds. Rationalise a denominator, algebraic notation. Write and simplify expressions, index laws, formulae, substitution, expand brackets, factorise algebraic expressions & quadratics, write expressions and simple formulae to solve problems, arithmetic, geometric and quadratic sequences. Tables and data collection sheets, bar charts, line graphs and histograms, time series graphs, trends, stem and leaf, pie charts, scatter graphs. Averages & tables.	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and preserve in seeking solutions. Graphical/statistical skills – analysing data from graphs	Mid-phase assessment Weekly homeworks
2	Number-2 Geometry and Measures -1	Compare, multiply, divide add and subtract fractions, fraction of a quantities, convert fractions to decimals and percentages and vice versa. Use decimals to find quantities. Percentage change. Compare, share, and solve problems with ratios. Angles in triangles, quadrilaterals, regular and irregular polygons. Pythagoras theorem and trigonometry	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps.	Mid-phase assessment Weekly homeworks End of term written assessment
3	Algebra- 2 Geometry and Measures -2	Recognise, draw, and interpret straight line graphs, distance time graphs and real-life graphs. Draw and interpret quadratic, cubic, and reciprocal graphs, graphs of circles. Perimeter & area of compound shapes, conversion of units, circumference and area of circles, arc lengths & sectors. Volumes & Surface area, pyramids & cones.	Reason mathematically, critical thinking problem solving, analytical thinking quantitative reasoning	Mid-phase assessment Weekly homeworks
4	Geometry and Measures -3	Know how to describe and carry out all transformations, rotation, enlargement, reflection, and translation. Construction, loci and bearings. Linear, quadratic, and simultaneous equations. Inequalities	Can communicate, justify, argue and prove using mathematical vocabulary. critical thinking, problem solving, quantitative reasoning,	Mid-phase assessment Weekly homeworks

	Algebra -3 Probability -1	Understand how to calculate probability, interpret and draw sample space diagrams, Venn diagrams and probability trees		End of term written assessment
5	Ration & proportion- 1 Geometry & Measure- 4 Geometry & Measure- 5	Multiplicative reasoning. Similarity and congruence. Bounds in trigonometry, Sine and Cosine rules, area of a triangle, 3D Pythagoras & trigonometry, trigonometrical graphs.	Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and persevere in seeking solutions	Mid-phase assessment Weekly homeworks
6	Statistics- 2 Algebra- 4	Sampling, quartiles, box plots and histograms Solving equations graphically	Can break down problems into a series of simpler steps and persevere in seeking solutions.	Mid-phase assessment Weekly homeworks Pre public examination

Combined Science

Overview of the year: In Year 10 you will be building on key scientific ideas which you have been introduced to at KS3. The Edexcel Combined Science course has six exams – two for each of Biology, Chemistry and Physics. In Year 10, you will learn about all the topics which are assessed in “Paper 1” for each of the Sciences and will begin to learn about “Paper 2” topics. Throughout the course there are 18 Core Practicals – these are experiments which you must carry out before you sit your exam.		Ways to consolidate and extend your learning in science: Complete your Tassomai daily goal Answer past paper questions from physicsandmathstutor.com Answer questions from your Edexcel Combined Science textbook and your CGP revision guide Visit museums and scientific centres (all with free entry) are; The Science Museum, National History Museum, Wellcome Collection, Faraday Museum, Anaesthesia Heritage Centre, Kirkaldy Testing Museum, and Horniman Museum.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	CC3-CC4 Atomic Structure and Periodic Table CB1 Key Concepts in Biology (part 1) CP1-2 Motion and Forces	Subatomic particles, patterns in the periodic table Cells and using microscopes Changing speed and Newton’s Laws	Using graphs Using microscopes Rearranging equations Calculating averages	End of topic tests Phase tests Core Practicals
2	CC5-7 Ionic Bonding, Covalent Bonding, Types of Substances CB1 Key Concepts in Biology (part 2) CP3 Conservation of Energy	Bonds between atoms/molecules, filling the outer electron shell Enzymes and transporting substances Energy stores, energy resources	Using diagrams to represent atoms Describing trends from graphs Evaluating pros and cons	End of topic tests Phase tests Core Practicals
3	CC9 Calculations Involving Mass CB2-3 Cells and Control, Genetics CP4-5 Waves, Light and the Electromagnetic Spectrum	Empirical formulae, moles Cells and growth, nervous system, DNA Types of waves, light and refraction, dangers and uses of the EM spectrum	Using the periodic table Using standard form Measuring angles	End of topic tests Phase tests Core Practicals
4	CC1-CC2 States of Matter, Methods of Separating and Purifying Substances CB4 Natural Selection and Genetic Modification CP6 Radioactivity	States, Practicals to Separate Substances Variation, natural selection, and Darwin’s theory of evolution Atoms and nuclear radiation	Safely conducting experiments Identifying patterns Understanding the Scientific Method and scientific theories	End of topic tests Phase tests Core Practicals
5	CC8 Acids and Alkalis CB5 Health, Disease and Development of Medicines CP7-8 Energy - Forces Doing Work, and Forces and their Effects	pH and indicators, neutralisation Communicable and non-communicable diseases, the immune system Energy transfer calculations, contact and non-contact forces	Carrying out titrations Addressing ethical questions Drawing scale diagrams Writing chemical equations Balancing chemical equations	End of topic tests Phase tests Core Practicals
6	CC10-11 Electrolytic Processes, Metals CB6 Plant Structures and Functions CP9 – Electricity and Circuits	Ionic substances, electrolysis, metals Photosynthesis and growth Making and investigating circuits	Plotting graphs/plotting charts Identifying variables Building electric circuits	End of topic tests Core Practicals End of year exams on all topics (June)

RE

Overview of the year: You will develop your knowledge of Christianity from KS3 through an in-depth study of Christianity as a religion within the UK and throughout the world, and its beliefs and teachings on life, specifically within families. You will also develop your knowledge of Islam through an in-depth study of Islam as a religion within the UK and throughout the world, and its beliefs and teachings on life, specifically about the issues of crime and punishment.		Ways to consolidate and extend your learning in RE: Read and complete activities from the Pearson Christianity and Islam text books and the My Revision Notes Religious Studies revision guide. You can access resourced from the Edexcel website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html . The BBC KS3 Religious Studies Bitesize website is also a useful tool to research key beliefs.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Christian Beliefs	Fundamental beliefs in Christianity; the trinity, creation, the incarnation, Jesus's last days, salvation, Christian eschatology, and the problem of evil and suffering.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
2	Living the Christian Life	Christian practices; Christian worship, sacraments, prayer, pilgrimage, celebrations, the future of the Christian church, the local church, and the worldwide church.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
3	Muslim Beliefs	The six beliefs, the five roots of faith, the nature of Allah, risalah, holy books, malaikah, al-qadr and akhirah.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
4	Living the Muslim Life	The ten obligatory acts (Shi'a Islam), shahadah, salah, sawm, zakah, hajj, jihad, and Muslim celebrations.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
5	Marriage and Family	Marriage, sexual relationships, the family, the role of the local church in supporting the family, contraception, divorce, equality of men and women in the family and gender discrimination.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
6	Crime and Punishment	Justice, problem of crime, good and evil, punishment, forgiveness, treatment of criminals and the death penalty.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions

History

Overview of the year: This year we study a range of topics for your GCSE. We look at the history of medicine and healthcare in Britain from the Medieval period to the present day. Students will also learn a period of British History in depth through the study of Elizabethan England. Students will finish the year beginning to study the Interwar years and the conflict and tension that led to the Second World War. This module will be continued in Year 11. Students should finish the year with a broad range of historical knowledge across all time periods since the Medieval period and a strong understanding of how to write successful GCSE History answers.		Ways to consolidate and extend your learning in History: The main resource for learning GCSE History are the textbooks given to you by the school. Pre-reading the textbook before lessons is a great way to help with your learning of the key knowledge required for GCSE. Additionally, online resources such as youtube videos and BBC bitesize can help further your understanding of topics. A wider list of useful resources is available on the school website. Particularly useful places to visit are; The Museum of London; The British Museum; The Hunterian; The Wellcome Collection; The Old Operating Theatre; Hampton Court Palace; Eastbury Manor House; The Globe Theatre; The Golden Hinde; and The Imperial War Museum. Further ideas for trips with your household and documentaries are also available on the school website.		
Half Term	Unit title	Knowledge	Skills	Assessment (all modules will have an assessment under controlled conditions when finished)
1, 2, 3	Thematic Study: Health and the People	A study into the development of healthcare in Britain from 1000 until present day. This includes surgery, cures and prevention, public health, epidemics, and training of medical professionals. Our studies are split into four chronological time periods.	Evaluating usefulness of sources using content and provenance Significance Change and continuity Comparing similarities Argumentative writing	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks per month. Whole class feedback following each homework and based on the previous lesson's learning (Daily Review) End of Module Assessment
4, 5	Depth Study: Elizabethan England - Court and Parliament	A study into how Elizabeth I managed her royal court and parliament, her religious, economic and social policies and the challenges she faced early in her reign.	Fact checking interpretations Explaining importance Change and continuity Argumentative writing	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks per month. Whole class feedback following each homework and based on the previous lesson's learning (Daily Review) End of Module Assessment
6	Conflict and Tension Treaties of Paris and the League of Nations	A study into the measures taken at the end of World War One to restrict the power of losing countries. We examine the terms of peace agreements, their causes and their consequences. We also study the creation, and ultimate failure of the League of Nations.	Comprehension of political cartoons Evaluating usefulness of source Explaining change and consequences Argumentative writing	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks per month. Whole class feedback following each homework and based on the previous lesson's learning (Daily Review) PPE1

Geography

Overview of the year: This year, students begin by looking at the topic of Natural Hazards. They investigate what a hazard is, before moving on to investigating the impacts and responses to earthquakes, volcanoes, and tropical storms. Students then look at the causes of climate change and the impacts and responses to extreme weather in the UK. In the Spring Term, students look at issues in two major cities – Lagos in Nigeria and London and compare the solutions -between a middle-income and a high-income country. Students then look at processes in rivers across the UK and the causes and solutions to flooding. In the Summer Term, students will look at climate, adaptations, opportunities, and challenges in two contrasting biomes: Tropical Rainforests and Hot Deserts. Lastly, students will complete two days of off-site fieldwork in Stratford (an urban area) and a rural area to investigate the processes in the River Ching.			Ways to consolidate and extend your learning in Geography: <ul style="list-style-type: none"> • TOP READ: The Great Gilly Hopkins. Katherine Paterson writes about the challenges of urban life for young adults. • TOP TV: The Impossible – Netflix. A film based on the experience of María Belón and her family in the 2004 Indian Ocean tsunami. • TOP FAMILY VISIT: The Natural History Museum. The Future Planet will offer visitors a first look at the cutting-edge technologies and nature-based solutions being developed to remove carbon dioxide from the atmosphere, to help mitigate the worst impacts of climate change 	
Half Term	Unit title	Knowledge	Skills	Assessment
1	Natural Hazards: 1a and 1b	<ul style="list-style-type: none"> • Knowledge of place – Italy, Nepal, Philippines, UK • Knowledge of physical processes – plate boundaries, formation of tropical storms, natural causes of climate change, extreme weather • Knowledge of human processes – causes of climate change • Ability to reach conclusions • Synoptic links – responses to natural hazards and climate change 	<ul style="list-style-type: none"> • Cartographic skills – locating places on a map, latitude, longitude • Graphical/ statistical skills – grid references, scale, compass directions, inferencing data from a map 	End of topic exam on Natural Hazards
2				
3	Urban Issues: 4a and 4b	<ul style="list-style-type: none"> • Knowledge of place – Lagos (Nigeria), London (UK) • Knowledge of human processes – migration, causes of urbanisation, opportunities and challenges in major cities • Ability to use the views of different stakeholders – solutions for different groups in major cities 	<ul style="list-style-type: none"> • Cartographic skills – locating places on a map, • Graphical/statistical skills – analysing data from graphs • Synoptic skills – how the location of the city affects the challenges 	End of topic exam on Urban Issues and Natural Hazards
4	UK Physical Landscapes: Rivers	<ul style="list-style-type: none"> • Knowledge of physical processes – erosion, transportation, and deposition and how they form different landforms, causes of flooding • Knowledge of human processes – causes of flooding, management of flooding, impacts of flooding 	<ul style="list-style-type: none"> • Cartographic skills – locating places on a map, OS maps, contour lines, long and cross profiles • Graphical/statistical skills – analysing data from graphs 	End of topic exam on # Urban Issues, Rivers and Natural Hazards
5	Living World: Tropical Rainforests & Hot Deserts	<ul style="list-style-type: none"> • Knowledge of place – Amazon rainforest (Brazil), Sahel desert (Africa), Western desert (USA) • Knowledge of physical processes – climate, adaptation, opportunities and challenges in tropical rainforests and hot deserts • Knowledge of human processes – causes, impacts and solutions to deforestation and desertification 	<ul style="list-style-type: none"> • Cartographic skills - locating places on a map, • Graphical/statistical skills – analysing data from graphs • Synoptic skills – links between opportunities and challenges of deforestation 	End of topic exam on Living World, Urban Issues, Rivers and Natural Hazards
6	Field work	<ul style="list-style-type: none"> • Knowledge of place – Stratford, River Ching • Knowledge of human processes – urbanisation and migration • Knowledge of physical processes – how a river changes over time • Ability to use the views of different stakeholders • Ability to reach conclusions 	<ul style="list-style-type: none"> • Synoptic skills • Cartographic skills • Investigative skills 	PPE on all topics completed this year

Computer Science

Overview of the year: This year we will be studying the key topics for GCSE Computer Science, we will be revisiting these topics during the end of year PPE in year 10 and Y11. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Student will study the framework of the modern computer systems architecture. Explore how computers are networked. Appreciate how data is represented in a computer, and also study logic and programming languages.		Ways to consolidate and extend your learning in History: The main resource for learning GCSE Computer Science are the textbooks, Teach-ICT.com website resources and most importantly your Computer science folder (work done in class). You will also be given a revision guide to help your study this year. Pre-reading the textbook before lessons is a great way to help with your learning of the key knowledge required for GCSE. Re-reading the textbook at home after lessons is an important way to revise and consolidate information. Additionally, online resources such as YouTube videos and BBC bitesize can help further your understanding of topics. A wider list of useful resources is available on the school website. Also look at articles and videos posted on the Teams platform regularly. You should also practise programming at home for at least a few hours a week on tasks we worked in school. Test yourself to see if you can independently code the solutions for the problems we worked in class. This strategy will not only build your programming skills but also reinforce your understanding of algorithms.		
Half Term	Unit title	Knowledge	Skills	Assessment (all modules will have an assessment under controlled conditions when finished)
1	Computer Systems Architecture and Computer networks	Students explore computer hardware of a computer system. For example, students will explore key components like the CPU, internal registers, input, process. Students will also explore how data is transmitted and received through a computer network.	<ul style="list-style-type: none"> • Computer hardware • Input, storage, and output devices • Computer software (operating system and application software) • Diagnostics • Operating System • Utility Software 	Feedback throughout lessons as part of AfL and CfU. Written feedback on class work and unit tests Whole class feedback following each homework and based on the previous lesson's learning
2, 3	Data representation and Algorithms	Students explore how data is represented by a computer system. For example, students will explore how text, images, sound and video is represented by a computer. Students will also explore how computer programs are designed via algorithms.	<ul style="list-style-type: none"> • Pseudocode • Algorithms • Programming • Debugging • Computational thinking • Problem solving • Creativity • Analysis 	Feedback throughout lessons as part of AfL and CfU. Written feedback on class work and unit tests Whole class feedback following each homework and based on the previous lesson's learning
3, 4, 5	Logic and languages and Programming	Logic is concerned with forms of reasoning when designing computer systems or programs. Implementing algorithms into a programming language (Programming)	All skills from previous modules in Y10 will be revised and practiced	Feedback throughout lessons as part of AfL and CfU. Written feedback on lesson tasks PPE includes everything we have learnt on GCSE course up until this point.

Art and Design

Overview of the year: You will begin your GCSE with a project entitled ‘Organic Structures’, a primarily 3D project in which you examine and explore how natural forms have inspired the world of art, craft and design for years and continue to do so through looking at Jorn Utzon, Zaha Hadid, Ernst Haeckel, Karl Blossfeldt and Andy Goldsworthy. You will be asked to develop a subtheme for your project. You will respond to your subtheme independently, researching your own artists, developing your own ideas, and experimenting with various media, techniques, and processes.			Ways to consolidate and extend your learning in Art and Design: <ul style="list-style-type: none"> • Visiting galleries and museums such as the Tate Britain, Tate Modern, Saatchi Gallery and Whitechapel Gallery. • Visit parks, museums, aquariums to record from primary sources. • Practicing techniques and technical skills learnt in lessons. • Entering art and design related competitions. • Attending Art Club to further experiment and develop ideas. • You Tube art experiments and techniques. • Visiting websites such as Pinterest, This is Colossal and studentartguide.com. 	
Half Term	Unit title	Knowledge	Skills	Assessment
1	Organic Structures 1	Exploring the work of architects Frank Lloyd Wright and Jorn Utzon you will learn how nature and organic forms influenced their work. What is the Fibonacci sequence?	Drawing – primary and secondary. Paper cutting. Felt tip bleed. 3D manipulation of paper.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of final grade.
2	Organic Structures 2	Exploring the work of artist Anish Kapoor and architect Zaha Hadid you will learn how nature and organic forms influenced their work. You will also learn about the concept of Biomimicry.	Paper cutting. 2D relief techniques. Cardboard modelling. Wire and mod roc sculptural techniques.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of final grade.
3	Organic Structures 3	You will record and observe from a primary source: organic forms. You will study their shape, form, and abstract these to inform your own work. You will learn about the artists Karl Blossfeldt, Andy Goldsworthy and Klari Reis.	3D manipulation of clay/plasticine. Watercolour painting.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of final grade
4	Organic Structures 4	You learn how to independently develop, refine and record your own ideas having chosen a sub theme for the topic ‘Organic Structures’.	Developing, refining, planning, and recording ideas in practice. Experimenting with a range of media.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of final grade.
5	Organic Structures 5	You learn how to present a personal and meaningful response to the theme Organic Structures – your final piece. You learn how to demonstrate confident understanding of visual language.	Presenting a meaningful and personal response. Understanding of visual language through application formal elements.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of your final grade.
6	Expression, Portraiture, and Identity.	We begin the second project of the coursework unit ‘Expression, Portraiture and Identity’.	Drawing – grid method – self-portrait.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and 60% of final grade.

Design and Technology

<p>Overview of the year: GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p>			<p>Ways to consolidate and extend your learning in Design and Technology: In addition to discussing learning with your child and monitoring their homework, ensuring your child watches programmes linked to design and technology such as Grand Designs, The Great Interior Design Challenge, The Genius of Design or keeping abreast with the latest technology and trends by reading magazines such as Stuff or T3 will provide them with the broader knowledge they need to access the curriculum. Taking your child to interesting exhibitions and museums on art and design and design technology will inspire them and their own creativity. We recommend Free-Range Exhibition, New Designers, V&A, The London Design Fair, Design Museum and Tate Modern.</p>	
Half Term	Unit title	Knowledge	Skills	Assessment
1	Sweet Dispenser. UNIT 5C METAL BASED MATERIALS	This unit is focused on a making task. Students will work with timber-based materials to develop knowledge of selecting and using materials and components for a specific tasks.	Wasting and assembling using timbers and polymers	Students will receive feedback through rubric marking on MS teams on sections of NEA submitted. End of unit exams used to inform students on areas of weakness and re-testing (WWW and EBI)
2	Drawing Skills. UNIT 3 MATERIALS AND THEIR WORKING PROPERTIES	In this unit students will develop their ability to communicate their design ideas and develop a product through prototyping. They will learn how to record and justify design ideas and develop prototypes in response to client wants and needs.	Drawing and modelling skills including Computer Aided Design	Students will receive feedback through rubric marking on MS teams on sections of NEA submitted. End of unit exams used to inform students on areas of weakness and re-testing (WWW and EBI)
3&4	Boom Box. UNIT 4 SPECIALIST TECHNICAL PRINCIPLES	Working with electronic components, systems and fixings students learn to understand that components are available in different forms that perform different functions and when combined in different ways they can solve many complex design problems.	Designing and making complex electronic circuits	Students will receive feedback through rubric marking on MS teams on sections of NEA submitted. End of unit exams used to inform students on areas of weakness and re-testing (WWW and EBI)
5	Faux NEA. UNIT 5a PAPERS AND BOARDS	Students respond to a design context they have been given and identify and develop a product in response to it. The unit is designed to prepare students for the Non-Examined Assessment which they will complete in year 11.	Skills related to section 1&2 of the NEA including research, analysis, and development	Students will receive feedback through rubric marking on MS teams on sections of NEA submitted. End of unit exams used to inform students on areas of weakness and re-testing (WWW and EBI)
6	Prep for the NEA UNIT 5B TIMBER BASED MATERIALS	Students identify which topic area they are to study for their final NEA project. Investigations into the project ahead begin with a look into the work of current products and their availability.	Skills related to section 1 of the NEA including research and analysis	Students will receive feedback through rubric marking on MS teams on sections of NEA submitted. End of unit exams used to inform students on areas of weakness and re-testing (WWW and EBI)

Drama

Overview of the year: This year pupils will begin the completion of the GCSE Drama course. Students will expand their understanding of communication through performance and the use of performance skills, how to analyse a script and deduce information and work collaboratively as a group successfully. Students will complete Component 1 this year, devising a performance from stimulus, performing the final piece to an audience and examiner, and reflecting on and analysing the devising process and their final performance as a piece of live theatre.		Ways to consolidate and extend your learning in Drama:		
		<ul style="list-style-type: none"> • Reading and watching theatre playscripts/performance to understand how to write, create and perform. • Watch a range of live theatre or recorded theatre performances now readily available online and through subscription apps (Netflix/Amazon Prime). • Ensuring the homework tasks set on Microsoft Teams are complete to recap on the skills and knowledge learnt in lesson. • Attend Drama clubs, both at SSA or with external theatre companies and theatres. 		
Half Term	Unit title	Knowledge	Skills	Assessment
1	1. Introduction to GCSE Drama	<ul style="list-style-type: none"> • Elements of performance: <ul style="list-style-type: none"> ○ Lighting ○ Costume ○ Sound ○ Staging ○ Acting style, Vocal Skills. Physical Skills 	<ul style="list-style-type: none"> • How to make, perform and respond to drama • How to work collaboratively to generate, develop and communicate ideas 	Students will be questioned in lesson and complete assignments and quizzes via Microsoft Teams.
2	1. An Inspector Calls Workshops 2. Roles Exploration: Performer, Director, Designer	<ul style="list-style-type: none"> • An Inspector Calls: <ul style="list-style-type: none"> ○ Plot ○ Characters ○ Context • Production elements, Role of performer, Role of director, Role of designer 	<ul style="list-style-type: none"> • How to study a text, exploring the relevant social, historical and cultural contexts • How to recognise and understand the roles and responsibilities of performer, designer and director 	Students will complete Section A of the Component 3 exam paper under controlled conditions.
3	1. Genre, Style and Form 2. C1 Content and Devising Process	<ul style="list-style-type: none"> • Naturalism, Realism, Modernism, Epic theatre • Verbatim/Spoken word • Use of stimuli • Devising process 	<ul style="list-style-type: none"> • How to work collaboratively to generate, develop and communicate ideas • How to produce creative, effective theatre independently. 	Students will perform their work-in-progress at various points throughout the unit to their peers and the class teacher.
4	1. Content and Devising Process 2. Portfolio	<ul style="list-style-type: none"> • Use of stimuli • Devising process • Explorative strategies • Character development strategies • Vocal skills • Physical skills 	<ul style="list-style-type: none"> • How to work collaboratively to generate, develop and communicate ideas • How to reflect on a devising process 	-Students will perform their work-in-progress at various points throughout the unit to their peers and the class teacher. -Students will submit the answers to the portfolio questions. These will be set at intervals across the unit.
5	1. Final Performance (C1) 2. Portfolio	<ul style="list-style-type: none"> • Use of stimuli • Devising process • Explorative strategies • Character development strategies • Vocal skills • Physical skills 	<ul style="list-style-type: none"> • How to produce creative, effective theatre independently, making informed choices • How to reflect on a devising process 	Students will perform their final devised pieces to an audience and an examiner (internal). Students will submit the answers to the portfolio questions as one complete portfolio.
6	1. An Inspector Calls Workshops 2. Roles Exploration: Performer	<ul style="list-style-type: none"> • An Inspector Calls: <ul style="list-style-type: none"> ○ Plot, Characters, Context • Production elements <ul style="list-style-type: none"> ○ Costume, Props and Stage Furniture, Set, Staging, Lighting, Sound • Role of performer <ul style="list-style-type: none"> ○ Creating character, Communicating meaning 	<ul style="list-style-type: none"> • How to study a text, exploring the relevant social, historical, and cultural contexts • How to recognise and understand the roles and responsibilities of the performer 	Students will be questioned in lesson and complete assignments and quizzes via Microsoft Teams. Students will complete Section A of the Component 3 exam paper under controlled conditions.

Food and Nutrition

Overview of the year: This is the introduction year to GCSE in Food Preparation and Nutrition. The pupils will learn about all food commodities and how to use them in recipes. The curriculum will also provide them with nutritional values of these commodities, and they will explore how deficiencies and excess of nutrients can cause health problems and how to prevent this. The pupils will also learn new practical skills in making food, such as fileting fish, de-bone chicken and making caramel along with many other recipes.			Ways to consolidate and extend your learning in Food Preparation and Nutrition <ul style="list-style-type: none"> • TOP READ: Many recipe books are now available in all formats such as, hard back, CDs and online • TOP TV: BBC Bake Off, Master Chef the Professionals and Saturday morning TV • TOP FAMILY VISIT: Exploring new restaurants which serves foods from different cultures • BBC – Bite Size on Food Technology 	
Half Term	Unit title	Knowledge	Skills	Assessment
1	Commodities - Fruit and Vegetables	<ul style="list-style-type: none"> • The variety of fruit and vegetables available • The importance of fruit and vegetables in the diet • The nutritional value of fruit and vegetables • How to store and preserve fruit and vegetables • Changes in fruit and vegetables when cooked 	<ul style="list-style-type: none"> • experiment with fruit and vegetables to explore physical and chemical changes that occur as a result of cooking • consider complementary actions of a fruit and vegetable in a recipe • prepare and cook dishes using fruit and vegetables 	End of unit test
2	Commodities - Cereals	<ul style="list-style-type: none"> • What cereals are • The variety of cereals • The use of different cereals • The importance of staple foods in the diet 	<ul style="list-style-type: none"> • experiment with cereals to explore physical and chemical changes that occur as a result of cooking • consider complementary actions of a cereals in a recipe • prepare and cook dishes using the cereals 	End of unit test
3	Commodities – Animal proteins	<ul style="list-style-type: none"> • The choice of meats and fish available to the public • The nutritional value of meat and fish in the diet • How to handle, store and prepare meat and fish safely to avoid food borne illnesses • Animal welfare 	<ul style="list-style-type: none"> • experiment with meat and fish to explore physical and chemical changes that occur as a result of cooking • consider complementary actions of a meat and fish in a recipe • prepare and cook dishes using meat and fish 	End of unit test
4	Commodities – Alternative and Plant proteins	<ul style="list-style-type: none"> • The importance of beans, nuts and pulses in the diet • The nutritional values of plant proteins • The variety of alternative proteins available to the consume • How to use alternative proteins in cooking 	<ul style="list-style-type: none"> • experiment with alternative proteins to explore physical and chemical changes that occur as a result of cooking • consider complementary actions of a cereals in a recipe • prepare and cook dishes using cereals 	End of unit test

Music

Overview of the year: This year we build your knowledge of music and the musical styles. We also build your skills as a musician and composer ready to complete your GCSE non exam assessment materials. (coursework). We work our way through the concerto through time, rhythms of the world, Film music and conventions of pop giving you the key knowledge needed for the exam. This is at the same time as developing and beginning your solo performance and free brief composition.		Ways to consolidate and extend your learning in Music: Going to concerts and listening to music, thinking about how you can describe it using musical language. Naming instruments you can hear in a piece of music and breaking it down into parts. If you have an instrument at home practising playing pieces using you tube tutorials, or using the music rooms at break, lunch and after school to practise. You can also create music at home using music technology and instruments, particularly if you have access to garage band on a phone, tablet or computer. As a GCSE student you will also be part of the accelerated musician's programme. These will form instrument lessons it is compulsory for you to attend.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Performance and composition techniques	Indian Classical, Bhangra and baroque	Rehearsal skill, performance skills, chord mapping and composition skills.	Baseline solo performance Baseline composition
2	AoS 2-Concerto through time	Concerto in the Baroque grosso, classical, romantic periods.	Rehearsal skill, performance skills and dictation skills.	Phase test 1
3	AoS 3-Rhythms of the world	African drumming, samba, calypso, Israeli and Greek music.	Rehearsal skill, performance skills and dictation skills.	Exam questions at the end of each genre.
4	AoS 4-Film Music	Film and game music, solo performances.	Rehearsal skill, performance skills, score reading skills and prose writing skills.	Exam questions for each questions type. Solo performance (15% of final grade)
5	AoS 5-Conventions of Pop	Rock n roll, rock anthems, pop ballads, solo artists.	Comparison questions, performance and composition skills.	Exam questions for each genre. Solo performance (15% of final grade)
6	Free composition	PPE exam and content revision. Free brief composition.	Rehearsal skill, performance skills, score reading skills, prose writing skills and composition skills.	PPE Free brief composition

Sport and Fitness

<p>Overview of the year: This year we will complete the initial two of the four units required for the successful completion of the course. We will start with the personal exercise programme (PEP) unit. In this unit the consideration of how training sessions are devised on an individual and collective level will be examined alongside all the considerations that go in to establishing exactly what training should occur and what this training will do to the body. Following the completion of this unit, we will then complete unit 5 – The sports performer in action. In this unit the long- and short-term impacts of exercise on the cardiorespiratory and musculoskeletal systems will be examined in depth. Following the completion of this unit, we will then complete unit 2 – The sports performer in action. In this unit there will be assessment of practical performance as well as having to show a deep understanding of the rules, regulations and scoring systems of sports. In addition to this, there will be analysis of performance and use of data to inform improvement.</p>			<p>Ways to consolidate and extend your learning in Sport and fitness: The main resource for learning Sport and fitness are the resources given to you by the school. Revisiting content at home after lessons is an important way to consolidate information and ensure that it is applied in such a way as to demonstrate the extent of knowledge.</p>	
Half Term	Unit title	Knowledge	Skills	Assessment
1, 2	Applying the principles of personal training	The key areas are: Principles of training, methods of training, skill related fitness, physical fitness, fitness testing and exercise and heart rate. These areas need to be able to be interlinked.	Data interpretation Use of information to select appropriate outcomes Evaluation of outcomes	A comprehensive personal exercise plan will be produced through a series of documents ensuring that all the major areas of study are addressed
3, 4	Practical sports performance	An in-depth consideration of two sports. The rules, regulations, scoring systems, role of officials and use of technology will all be investigated. In addition to these performing skills and looking at their effectiveness is needed	Identification and presenting of relevant information Critical thinking of how the rules of sports could improve the game Performing practical performances Evaluating performance	An evaluation of two sports will be produced along with an evaluation of performance and use of data to inform development

Statistics

Overview of the year: Collection of Data Processing and representing data Summarising data Scatter diagrams and Correlation Time Series		Ways to consolidate and extend your learning in Statistics: www.statsacademy.co.uk Can use Maths genie questions & worked solutions. Use of Corbett- Maths Use of Maths Watch Weekly Hegarty maths HW with assigned 'fix up five' clip numbers Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.		
Half Term	Unit title	Knowledge – Red taught within Maths lessons	Skills	Assessment
1	Collection of Data- 1	Describing data, Grouping data, Primary and secondary data, Populations, Capture-recapture method, Random sampling, Non-random sampling, Stratified sampling,	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and persevere in seeking solutions. Graphical/statistical skills – Collecting data	Mid-phase assessment Weekly homework
2	Collection of Data-2	Collection of data, Questionnaires and interviews, Problems with collected data, controlling extraneous variables, Hypotheses, Designing investigations.	Basic number skills, Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps.	Weekly homework End of term test- written test
3	Processing and representing Data-2	Pie charts, comparative pie charts, Population Pyramids, Choropleth Maps, Misleading diagrams, choosing the right format. Tables, Two- way tables, Pictograms, bar charts, stem and leaf diagram, Histograms and frequency polygon, cumulative frequency curves.	Reason mathematically, critical thinking problem solving, analytical thinking quantitative reasoning	Mid-phase assessment Weekly homework
4	Summarising Data-1	Averages – frequency tables, grouped data Transforming data, Geometric mean, and weighted mean Measures of dispersion for discrete data Measures of dispersion for grouped data	Can communicate, justify, argue and prove using mathematical vocabulary. critical thinking, problem solving, quantitative reasoning,	Mid-phase assessment Weekly homework End of term test – written test
5	Summarising Data-1	Standard deviation Box plots and outliers Skewness Comparing data sets Making estimates	Can solve problems by applying their mathematics to a variety of routine and non-routine problems. Can break down problems into a series of simpler steps and persevere in seeking solutions	Mid-phase assessment Weekly homework
6	Scatter diagrams and correlations	Scatter diagrams, Correlation , Causal relationships, Line of best fit, Equation of line of best fit, Spearman's rank correlation coefficient, Pearson's product moment correlation coefficient.	Can break down problems into a series of simpler steps and persevere in seeking solutions.	Mid-phase assessment Weekly homework Pre- Public written test

EAL

Overview of the year: You will learn a range of writing skills; practice reading and learn vocabulary that covers a broad range of topics.		Ways to consolidate and extend your learning in IGCSE ESL: Read newspapers and magazines. Use Read Theory to develop you reading skills and vocabulary.		
Half Term	Unit title	Knowledge	Skills	Assessment
1	Travel & Tourism	Tourism is a major global industry. People choose to travel for many different reasons such as pleasure and business. There are issues around travel and tourism and its pros and cons.	Descriptive writing Persuasive writing	End of unit assessment
2	Technology	Technology has played a major part in in the development of human society. There are many forms of technology that we use to make our lives easier. Technology is constantly being invented, innovated and over time can become redundant.	Using specialised technological vocabulary Reading about technology	End of unit assessment
3	Culture & Society	Culture is an important aspect of human life. There are many different cultures in the world which are recognised for having unique customs and traditions	Email writing Magazine article writing Speech writing	End of unit assessment
4	Education	Education has existed in many societies for thousands of years. The purpose of education has changed over time.	Listening skills Educational vocabulary	End of unit assessment
5	Health	Eating healthily is important. Getting regular exercise can have a significant impact on the quality of a person's life. You will develop a greater of the issue of smoking, the role of sport in keeping fit and dangerous sports.	Summary writing Using future tense Using simple and complex sentences	End of unit assessment
6	Work	People choose to do different jobs for different reasons. The training and qualifications required to do different jobs varies significantly.	Formal writing Using informal phrases and idioms Note taking Summary writing	End of unit assessment

French

Overview of the year: This year we will cover the majority of AQA GCSE units, from discussing the importance of cultural traditions to the meaning of 'family'. You will recognise lots of vocabulary from KS3 and we will build on this by adding more natural language and a focus on grammatical accuracy across 6 tenses. In addition, we will broaden the depth of your understanding of the Francophone world.		Ways to consolidate and extend your learning in French: Complete 'lessons' on TheEverLearner to consolidate vocabulary or grammar concepts learnt. Test yourself regularly! Watch videos on topics we are studying via Thisislanguage. This is a great way to enhance your listening skills! Practise your general conversation responses by reading them aloud to a family member/friend. This will develop fluency and pronunciation skills.		
H/T	Unit title	Knowledge	Skills	Assessment
1	Introduction to GCSE French KS3 revision Tenses revision Speaking preparation	GCSE specification and assessments Revision of key vocabulary and tenses across all 5 Topics Speak exam structure Role play scenarios General Conversation questions	Present, Perfect, Imperfect, Conditional and Near future tenses Responding to spoken French spontaneously	Formative assessment: Speaking task (Role Play)
2	Topic 5: Travel, culture and celebrations Topic 3: Free-time activities Topic 1: Identity	Celebrations, Festivals and the Cultural importance of traditions World cuisines, Comparing food preferences, The Photo Card Healthy and unhealthy living	Present, Perfect, Imperfect, Conditional and Near future tenses Imperatives	Phase Test 1: Mock Speaking exam
3	Topic 4: Studies and future plans Topic 2: Home, town and region Topic 3: Free-time activities	School life across time periods and countries, School exchanges Homes and local areas, Dream homes Keeping fit, Sport and extreme sport, Structuring arguments for/against	Present, Conditional, Perfect and Imperfect tenses Forming questions Using 'Si' clauses, the pronoun 'y', Negatives, Frequency adverbs and Connectives	Formative assessment: Translation task
4	Topic 5: Travel, culture and celebrations Topic 4: Studies and future plans Topic 1: Identity	Holiday activities , Role Play – Hotel reception scenario School rules and uniform, Improving school life, Revision of for/against argument structure Family relationships and Friendships	Present, Conditional, Perfect and Imperfect tenses Using modal verbs, direct object pronouns, 'Si' clauses, the formal 'vous' and 'Après avoir/être'	Phase Test 2: Mock writing exam
5	Topic 2: Home, town and region Topic 5: Travel, culture and celebrations Topic 1: Identity	Comparing town centres over time, French overseas 'départements / territoires' Mainland French tourism and culture, Role Play – Tourist Information Office scenario Future relationships and 'Modern' families	Present, Conditional, Perfect, Imperfect, Simple and Near Future tenses 'Si' clauses, the formal 'vous' and intensifiers	Formative assessment: Listening task
6	Exam skills, PPE1 and Cultural Project	Exam revision for Listening, Speaking, Reading and Writing Francophone Film/Literature	All 6 tenses and grammatical structures covered over the year	PPE1



Grosvenor Road Site

Grosvenor Road
Forest Gate
London
E7 8JA

020 847 2415

Upton Lane Site

Upton Lane
Forest Gate
London E7 9PR

0203 823 2030

✉ stratford@stratfordschoolacademy.org

🌐 www.stratfordschoolacademy.com

🐦 @StratfordSch

📘 @StratfordSch

📷 @Stratford_School_Academy