



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 10

AUTUMN TERM



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Art

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Identity & Expression: The Formal Elements	Students will develop a range of knowledge, understanding, and skills that will enhance both their artistic abilities and their ability to think critically. Students will learn how to combine the formal elements, artist influences and chosen media effectively to create visually engaging compositions. As they plan, students will engage in critical analysis of their work. They will assess their progress, make adjustments, and reflect on what works or what needs improvement. This helps develop problem-solving skills. Planning a final 2D piece requires students to allocate time efficiently, prioritising stages of work (research, experimentation, final piece production). This develops organizational skills and helps them learn to meet deadlines. Students will communicate their ideas clearly through sketchbooks, presentations, or written reflections. This enhances their ability to articulate their artistic decisions and engage with feedback from peers and teachers. The planning process encourages students to develop unique ideas and translate their personal experiences, interests, or messages into their work. This fosters creative thinking and individual expression. Students will learn how to transform abstract concepts or emotions into visual forms, helping them develop a deeper understanding of how to use visual language to express ideas. Students practice creating compositions that are balanced, harmonious, and engaging, learning to make thoughtful decisions about space and placement.	The student demonstrates an innovative approach to their chosen theme or subject, creating a piece that feels fresh, unique, and deeply personal. Their work reflects independent thought and pushes beyond conventional ideas. The idea behind the artwork is clearly communicated. The student has a well-defined vision, and the final piece will successfully express their intentions. The concept is both original and thought-provoking, inviting viewers to engage with the message. The planning stage shows thorough exploration of different ideas, concepts, and techniques. The student experiments with a variety of approaches, ensuring that their final piece is the result of thoughtful consideration and problem-solving. The student demonstrates a high level of competence with the chosen media and materials. The handling of materials is precise and confident, showing a clear understanding of how to use them to their full potential. The artwork's composition is balanced, dynamic, and carefully considered.	Work will be periodically assessed by the teacher against the AQA Assessment objectives AO1/2/3/4. AO1 Develop ideas through investigation, demonstrate critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes AO3 Record ideas, observations and insights relevant to intentions as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Child Care

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Content Area 1: Child Development	Students will be studying the expected patterns of a child's development aged 0-5 years including physical development, communication and language development, social and emotional development and cognitive development.	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding of holistic child development. This will be graded as Pass, Merit or Distinction.
Content Area 2: Factors that influence the child's development	Students will study the factors that influence a child's development being able to articulate the differences between biological factors and environmental factors (Nature verses Nurture).	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding of factors that influence a child's development. This will be graded as Pass, Merit or Distinction.

Computing

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Physical Computing	This unit introduces learners to physical computing through a series of lessons and culminates in a finished working robotic buggy. Learners use a Raspberry Pi Pico microcontroller to explore inputs and outputs, and utilise a range of hardware components, including motors, reflective optical sensors, LEDs, and an ultrasonic sensor. This unit of work allows learners to practically experience the use of embedded systems in support of the GCSE computer science specifications.	Pupils will define the term physical computing and explain the term embedded systems They will create and test a working circuit and explore how to add functionality using a motor controller to Interact with real-world objects using code and additional hardware. Pupils will use basic materials and tools to create a prototype vehicle. Pupils will learn how ultrasonic sound waves work and combine inputs and outputs to solve a problem.	This is assessed through a series of physical tests that the pupils undertake. These tests will help inform pupils of their next steps and allow them to make progress. At the end of the unit the pupils will undertake a series of challenges and test their vehicles against others.
Programming: Translators and Variables	In this unit students will determine the need for translators. Use sequence, variables, and input in Python. Students will design programs using a flowchart.	Students will be able to walk through code that includes selection (if, elif, else) statements and be able to use these statements in a meaningful way. Students will be able to write and use expressions that use comparison operators (equal to, not equal to, less than, greater than, less than or equal to, greater than or equal to).	Every lesson includes formative assessment opportunities for. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur.

Construction

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Students are introduced to the fundamental concepts of the construction industry through a focus on WJEC Unit 1. This term lays the theoretical groundwork for the rest of the course, covering key areas such as roles and responsibilities, legislation, construction processes, and sustainability. This foundation is essential for success in the practical work that follows in the spring and summer terms.	Students will gain a clear understanding of how the construction industry operates, including the roles of different professionals, the importance of safe working practices, and the environmental impact of building work. They will be introduced to key documentation such as risk assessments, method statements, and technical drawings. This knowledge supports the practical skills to be developed in later terms by helping students understand why certain procedures and standards must be followed.	Excellence at this stage is shown by students who can confidently discuss industry processes using accurate terminology, explain the purpose of construction regulations, and begin to apply theoretical knowledge to real-world scenarios. These students will demonstrate a strong grasp of health and safety, construction planning, and sustainable practice, forming a strong base for the hands-on work in the spring and summer.	Students will complete written assessments based on WJEC Unit 1 content, including multiple-choice and short-answer questions. Regular questioning, self-assessment, and teacher feedback will support progress. Success in this term is key to progressing into the practical units, where students will need to draw on their understanding of safe practice and task planning in practical settings.

Design Technology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Lighting Mini NEA	Pupils will learn about the impact of new and emerging technologies including automation, and the use of robotics. Pupils will investigate businesses and start-ups looking at crowdfunding, virtual marketing and retail, co-operatives and fair trade. Pupils will look at the impact of resources both finite and non-finite as well as the disposal of waste. Pupils will be looking at new and emerging technologies and new ways of working driven by technological change. Pupils will learn about the positive and negative impacts new products have on the environment.	Pupils will show the impact that modern materials have on society. They will be able to show the impact in both positive and negative ways and write a conclusion of their findings. Pupils should be able to show how the impact of modern technology will impact society and the environment and show an understanding of the main issues designers face when using modern materials.	Students' work both practically and portfolio based will be assessed mainly the A04 assessment objectives of how they demonstrate and apply their knowledge and understanding of technical principles and designing and making principles.

Drama

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Devising: Using a theme	Students will use devising and performance skills to explore chosen stimuli and produce a documentary response analysing their contribution to the process.	Students will use prior knowledge, activities and feedback to develop assured and comprehensive performances suggested by a range of interesting and diverse stimuli.	Students' practical skills will be assessed through a final performance of their devised piece to an audience. Students theoretical knowledge of how to create theatre will be assessed through a 2000 word portfolio evidencing the independent choices they made with regard to their devised performance and own characterisation.
Devising: Text Based	Students will use devising and performance skills to explore chosen stimuli and produce a documentary response analysing their contribution to the process. These pieces will be performed in the Christmas Showcase.	Students will use prior knowledge, activities and feedback to develop assured and comprehensive performances suggested by a range of interesting and diverse stimuli.	Students' practical skills will be assessed through a final performance of their devised piece to an audience. Students theoretical knowledge of how to create theatre will be assessed through a portfolio evidencing the independent choices they made with regard to their devised performance and own characterisation.

English

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Macbeth	To know the plot, characters, setting and themes within Macbeth and be able to retrieve key information from different parts of the play. They will understand the context behind the play with an explicit focus on Jacobean views on witchcraft, the divine right of kings and the great chain of being. They will be able to analyse the language and structure of the whole play and key extracts within it and clearly justify their ideas and opinions with clear textual evidence.	When discussing the plot, character and setting of the play students will maintain a critical style and expertly develop a personal response to the text. Links to the contextual factors will be implicitly linked to key scenes. Their choice of quotations will perceptively justify their ideas and opinions.	Summative Assessment: Completion of a timed Paper 1 section A exam paper. Formative assessment will be embedded within each lesson.
A Christmas Carol	Students will study the novella focusing on Dickens techniques in building and developing, character, plot and place. They will focus on the contextual issues impacting the story and be able to unpick the moral behind the story and link to key characters, settings and themes.	When responding to the text, students will be able to identify and explain the effect of a range of language and perceptively comment on structural techniques used. They will be able to answer any question using quotations and direct reference to the text.	Summative Assessment: Completion of a timed Paper 1 section B exam paper. Formative assessment will be embedded within each lesson.

Food

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Commodities: Fruits and vegetables. Commodities: Dairy and alternatives.	Students will explore a range of commodities starting with fruits and vegetables to discover their provenance, enhance their understanding of where foods come from and how they are processed, nutritional value, dietary considerations how to prepare, cook and store. They will also learn how to utilise the commodities in their practical dishes in response to a brief accompanied by written justification of choice, recipe plan and evaluation. They will enhance their technical skills for their course and lives beyond school and consider the food science behind why ingredients function the way they do. Students will also undertake their online Food Hygiene award to gain their Level 2 award and enhance their knowledge for their course and potential careers.	Students contribute to discussions and ask enquiring questions. They are assertive and enthusiastic learners who ensure their practicals are well planned and executed. Dishes are created in a skilled and hygienic manner expressing creativity. Dietary considerations will be evident when learners discuss the dishes they have selected to make. Written work and improvements are detailed and thoughtful showing a curiosity for learning and desire to progress. Work is well presented and fit for purpose. Homework is completed properly and handed in on time. Students will gain at least 87% on their Food hygiene award test to gain their certification.	Learners will be assessed on their technical skills, knowledge and understanding of ingredients, safe and hygienic practices to plan and produce their fruit gateaux. Food Hygiene Award: Level 2 Learners will work through and complete their award.

Geography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Landscapes of the UK	In this unit students will focus on developing their understanding of the physical landscapes found within the United Kingdom. This theme gives learners an understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Case studies will be used to contextualise how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK. Students will develop skills in analysing and interpreting geographical data related to UK landscapes.	Students have detailed knowledge and understanding of geomorphic processes operating at different scales and how they are influenced by geology and climate. Students can apply their knowledge to explain the formation of landforms and identify features beyond case study locations. They can evaluate the impact of human activity and how it works in combination with geomorphic processes to shape the landscape.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed through exam style questions.
Continue with Landscapes of the UK. Start People of the UK	Students will focus on developing their understanding of the human geography of the United Kingdom. This theme will develop an appreciation of the changes within the UK's society, its population and development. Students will learn about population distribution and density in the UK. They will gain knowledge of the diverse social and cultural characteristics within the UK. Case studies will be used to investigate the growth and/or decline of a place or region and to examine the character of a city in the UK, including the ways of life of the people who live in it. Students will study urban issues such as housing, transportation, sustainability and social inequalities within urban environments.	Students can demonstrate a detailed understanding of the human geography of the United Kingdom, explaining how population distribution, density and demographic change vary across the country and the factors that influence these patterns. They can apply case study knowledge to analyse the growth and decline of places and regions, evaluating the social, economic and environmental impacts of these changes on communities. Students can explain how cultural diversity, migration and population change have shaped the character of UK cities and the ways of life of the people who live within them. They can use detailed case study evidence to analyse	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed through exam style questions.

		urban issues such as housing, transport, sustainability and social inequality, considering the perspectives of different groups within society. Students can evaluate the effectiveness of strategies used to address urban challenges, compare experiences between different places, and make well-reasoned judgements supported by geographical evidence. They can draw connections between population change, development, migration and urbanisation, demonstrating a critical understanding of how human processes continue to shape the United Kingdom.	
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Hair and Beauty

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
An introduction to the hair & beauty industry. The practical techniques in hair trends, plaiting, setting, straightening and curling.	Gain understanding of business ownerships, the relevant health and safety legislation, the relevant consumer protection legislation and the basic structure of the hair. Practical hair styling skills for professional services.	Students will be able to answer questions about and show practical knowledge / best practice of health and safety in the industry. They will be able to answer exam style questions confidentially. They will be able to explain and identify the different types of business ownerships, highlighting the pros and cons of them all. They will be able to answer exam style questions confidentially about consumer rights in the industry. Students will apply their practical skills in creating a variety of hair styling techniques and client requests. Students will develop their skills in observing others and providing constructive feedback. Students will actively partake in lessons and practice new skills on each other.	Students will partake in mini assessments throughout the term, assessing their knowledge through 3 starts each session revision questions. Students will be able to have practical skills assessed and signed off their practical training plan / checklist when they achieve the standard expected of a junior stylist in industry.

History

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
American West c. 1835-1895	Students will develop an understanding of life in the American West between c.1835 and 1895, including the beliefs and ways of life of the Plains Indians, the impact of westward expansion, and the economic, social, and technological changes that transformed the region. They will explore the causes and consequences of migration and conflict, including the role of the US government and key events such as the Indian Wars, while also examining the significance of individuals such as Sitting Bull and Custer. Alongside this knowledge, students will develop key historical skills, including explaining causation and consequence, analysing change over time, and assessing the significance of events and individuals. Students will also construct well-developed extended written responses, using accurate and relevant knowledge to support clear arguments and informed judgements.	Students demonstrating excellence will show a secure, detailed, and wide-ranging understanding of the American West, making clear and well-developed connections between key themes such as migration, conflict, government policy, and the changing ways of life of different groups. They will apply accurate knowledge to construct analytical responses that directly address the question and sustain a clear line of argument throughout. Students will confidently explain causation, consequence, while also critically assessing the significance of key events and individuals.	Formative assessment will take place regularly through low-stakes quizzes, targeted questioning, and short exam-style practice focusing on key skills. At the end of the unit students will complete exam-style questions in line with the Edexcel GCSE specification.

Maths

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Number Algebra Scatter Diagrams & Time Series Fractions & Percentages Perimeter, Area & Volume Summarising Data	Students will develop fluency in algebra, interpret data using scatter graphs and time series, and apply angle rules, Pythagoras and trigonometry to solve problems. Core number and proportion skills will support confident mathematical reasoning.	Students will solve problems accurately and independently, explain their reasoning clearly, and confidently apply methods across different contexts.	These units will be assessed using formative assessment in class. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress. Feedback sheets will be provided for students to act on their feedback in order to improve as well as complete a self-reflection on their own understanding of the topics studied so far this year.

Music

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Component 1 Learning Objective A Exploring Music Products and Styles	Students will gain an understanding of musical styles and Musical elements. Delivered through workshop and classroom sessions, students will build on their knowledge of pop styles, non-western musical cultures, classical traditions, and jazz/ blues. Students will develop an understanding of how musical features and style-specific characteristics are used in the creation and understanding of musical pieces.	Students will explore and develop their knowledge of western pop styles as well as non-western world styles. Excellent students will engage in listening tasks and comment critically on features of the music, making explicit links between similar genres, while also displaying respect and understanding of culturally significant musical traditions.	Work will be assessed in short listening tests relating to specific styles and genres.

PE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Team Performance: Football	Students will develop their understanding of how and when to apply football skills such as passing, receiving, dribbling, shooting, tackling and movement off the ball. They will develop greater tactical awareness through positioning, creating and using space, maintaining possession, attacking and defending as a team, and adapting tactics during games. Students will also embed their knowledge of the rules and develop communication, teamwork and leadership skills through captaining and officiating.	Students will consistently select and apply appropriate football skills within competitive situations and make effective decisions both on and off the ball. They will demonstrate strong positional and tactical awareness and contribute positively to their team's performance. They will communicate effectively, show leadership when captaining a team and confidently apply the rules when officiating games.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Performance Journey. This will focus on students recognising the value of healthy competition and how participation in team sports can develop confidence, resilience, teamwork, communication and the ability to work positively with a range of people.
Team Performance: Netball	Students will develop their understanding of how and when to apply Netball skills such as passing, receiving, footwork, shooting, marking and movement off the ball. They will develop their tactical awareness through creating and using space, maintaining possession, attacking and defending as a team and making effective decisions during games. Students will also embed their knowledge of the rules, positions and areas of play while developing communication, teamwork and leadership skills through captaining and officiating.	Students will confidently select and apply appropriate Netball skills within competitive situations and make effective decisions both on and off the ball. They will demonstrate strong positional and tactical awareness, communicate effectively and contribute positively to their team's performance. Students will also show leadership, resilience and respect for others, while being able to confidently apply the rules when officiating.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Netball Performance Journey. The focus will be on students understanding the value of healthy competition and recognising how team sport can develop confidence, resilience, communication, leadership and the ability to work positively with a range of people.

Individual Performance: Badminton	Students will develop their understanding of how and when to apply Badminton skills such as serving, clears, drops, smashes and net shots. They will develop their tactical awareness by creating and exploiting space, varying shot selection and placement, and adapting their approach in response to an opponent. Students will also embed their knowledge of rules and scoring and develop the confidence to officiate games independently.	Students will confidently select and apply appropriate Badminton skills within competitive situations, demonstrating control, consistency and effective decision-making. They will recognise their opponent's strengths and weaknesses and adapt their tactics to gain an advantage. Students will demonstrate resilience, independence and confidence, responding positively to winning, losing and challenging situations while showing respect towards opponents and officials.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Badminton journey. The focus will be on students understanding healthy competition and recognising how individual competitive sport can develop confidence, resilience, independence and the ability to respond positively to success and setbacks. Teachers will also check students' understanding of how these qualities can be transferred to situations beyond PE and school.
Individual Performance: Table Tennis	Students will develop their understanding of how and when to apply Table Tennis skills such as serving, forehand and backhand shots, pushing, driving and applying spin. They will develop their tactical awareness by varying shot placement, speed and spin, creating space and identifying an opponent's strengths and weaknesses. Students will also embed their understanding of rules and scoring and develop the confidence to officiate games independently.	Students will confidently select and apply appropriate Table Tennis skills within competitive situations, demonstrating control, consistency and accuracy. They will make effective tactical decisions, adapt their style of play in response to their opponent and use placement, speed and spin to gain an advantage. Students will demonstrate resilience, independence and confidence while showing respect towards opponents and officials.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Table Tennis journey. The focus will be on understanding healthy competition and recognising how individual competitive sport can develop confidence, resilience, independence and the ability to respond positively to success and setbacks. Students will be encouraged to recognise how these skills can support them in PE and in life beyond school.
Recreation Journey: Alternative Games	Students will develop their understanding of how recreational physical activity can support a healthy, active lifestyle. Through a variety of alternative games, they will use and transfer skills developed at KS3, including throwing, catching, movement,	Students will participate positively and confidently in a range of alternative games, demonstrating a willingness to get involved and try different activities. They will communicate and cooperate effectively with others, contribute to the enjoyment	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding of the benefits of recreational physical activity. Students should be able to recognise how taking part

	communication and decision-making. Students will also develop teamwork, cooperation and problem-solving skills while learning how to participate positively with different people.	of the group and demonstrate respect and fair play. Excellence is not defined by winning, but by engagement, teamwork, enjoyment and a positive attitude towards being physically active.	for enjoyment can support physical, mental and social wellbeing, build confidence, develop social skills and provide opportunities to stay active both in school and beyond.
Recreation Journey: Dodgeball	Students will develop their understanding of the rules and principles of Dodgeball while applying skills such as throwing, catching, dodging, movement and decision-making. They will develop communication, cooperation and teamwork skills while considering how recreational activities can provide an enjoyable way to remain physically active.	Students will participate positively and confidently, demonstrating effective Dodgeball skills while working cooperatively with others. They will encourage teammates, demonstrate fair play and contribute to a positive and enjoyable environment. Excellence will focus on engagement, teamwork, respect and enjoyment rather than simply winning games.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding of the physical, mental and social benefits of recreational activity. Students should recognise how activities such as Dodgeball can develop confidence, communication and social skills while providing a fun and accessible way to remain active in school and beyond.
Personal Fitness	Students will develop their knowledge of how to use a range of cardiovascular and resistance equipment safely and effectively. They will understand how different exercises and training methods can support different fitness goals and learn how to select appropriate activities for their own needs. Students will also develop an understanding of how regular exercise supports physical, mental and social wellbeing and contributes to a healthy, active lifestyle beyond school.	Students will demonstrate confidence and independence within the fitness suite, selecting and using equipment safely with minimal teacher support. They will be able to set realistic personal targets, make appropriate exercise choices and take responsibility for their own activity. Excellence will focus on personal progress, consistency and independence rather than comparison with others.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding of safe and effective exercise and the reasons behind their exercise choices. Students should be able to explain their personal goals, identify how different activities can help them achieve these and recognise how developing confidence in a gym environment can help them maintain a healthy, active lifestyle independently beyond school.

Photography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Photographic Formal Elements - Identity	Students will develop knowledge and understanding of: • Camera controls and accurate focusing • The exposure triangle • Aperture and depth of field • ISO, sensitivity and image quality • Shutter speed, movement and motion blur • Rule of thirds and focal points • Leading lines and framing • Lighting, shadow, contrast and mood • Panning and intentional camera movement • Colour photography and visual communication • How photographers use technical and compositional decisions • How research informs creative practice • How to analyse, compare and evaluate photographic work Students will develop the ability to: • Plan and undertake photoshoots • Record technical decisions • Produce contact sheets • Select and refine images • Experiment and develop ideas • Respond to feedback • Annotate and evaluate work • Link research to practical outcomes • Write analytically and critically • Compare photographers	Students working at an excellent level will: • Demonstrate confident camera control • Make intentional technical decisions • Use composition purposefully • Experiment and take creative risks • Develop ideas through multiple outcomes • Use photographer research to transform their work • Make clear links between research and practice • Use photographic terminology accurately • Respond independently to feedback • Analyse rather than describe • Make sophisticated comparisons • Develop a clear personal response	Self-assessment- Selection, reflection and identifying next steps. Peer assessment-WWW / EBI / NEXT and photographic critique. Teacher assessment-Technical skills, creative development and written work. Maintenance marking-Ongoing checks of contact sheets, annotations, research and development. GCSE-style assessment-AO1-AO4 language embedded throughout the unit. AQA GCSE Photography Assessment Objectives Students will develop their ability to: AO1-Develop ideas through investigations and research, demonstrating critical understanding of sources. AO2-Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3-Record ideas, observations and insights relevant to intentions as work progresses. AO4-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Religions and cults	Throughout this topic, students will develop the skills to analyse and compare different religious movements and beliefs. They will learn to evaluate evidence, ask critical questions, and form balanced judgements about what distinguishes a religion from a cult. Students will build their understanding of theological beliefs and practices, while developing the ability to recognise signs of harmful or unsafe groups and explain why some movements may pose risks to individuals or communities. They will also strengthen their discussion and reasoning skills by considering different viewpoints, justifying their opinions, and supporting their conclusions with evidence.	Excellence in this topic is shown when students can clearly explain the differences between religions, new religious movements and cults using accurate examples. They can create and apply criteria to evaluate different groups, giving clear reasons for their judgements. Students think critically about evidence, recognise signs of harmful or unsafe practices, and explain why some groups may be considered dangerous. They consider different viewpoints, support their ideas with examples, and make balanced, well-reasoned conclusions. Their work is thoughtful, detailed and demonstrates maturity when discussing complex and sensitive issues.	Classroom debates and shorter written articles.

RSHE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Understanding Myself	Students will develop an understanding how to overcome challenges using coping strategies. They will be able to recognise characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. Students will consider the characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health and the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. Students will study the facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. They will also study the facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Students will express well thought out responses to the issues they are presented with. They will show an appreciation for diversity and explain strategies for challenging bullying with confidence. Students will be respectful of the differences of others and show a good moral compass during this work.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

Science

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
The heart and circulation	I will explore the circulatory system and learn about the heart and circulation. My specialist vocabulary will be extensive. We will learn the functions of the circulatory system.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Digestive system	I will explore the digestive and circulatory systems and I will examine the human control systems that maintain the internal environment of the body. My specialist vocabulary will be extensive. We will learn the functions of the digestive system.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Chemical analysis	I will learn how to use the information in the periodic table for chemical calculations. My specialist vocabulary will be extensive.	Excellent work will use the correct terminology in a range of contexts and will link chemical tests with the correct positive result.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have

			learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Current, PD and resistance	I will describe how the concepts of current, potential difference and resistance link together and use equations to calculate their effects. My specialist vocabulary will be extensive. In this topic, we will learn about how the flow of current, the potential difference in a circuit and the resistance interacts and can be calculated.	Excellent work will use the correct terminology in a range of contexts and will set out physics calculations fully.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Chemical bonds	I will learn how the types of chemical bonding are used to explain the properties of materials. My specialist vocabulary will be extensive.	Excellent work will use the correct terminology in a range of contexts and will make correct use of diagrams showing the different chemical bonds.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Non-communicable disease	We will learn how lifestyle choices can cause disease such as heart disease and some cancers.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have

			learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Plant organs	We will learn about how plants are organised and how the different organs fulfil a specific role to keep the plant alive.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Chemical measurements	I will learn how to use the information in the periodic table for chemical calculations	Excellent work will use the correct terminology in a range of contexts and will correctly calculate moles and relative formula mass using the periodic table.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 10 alongside topics from Year 9. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.

Sociology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Introduction to Sociology	Students are introduced to key concepts as well as debates within sociology. Students will learn concepts such as socialization, culture, norms, deviance, power and social institutions. Students are introduced to key classical sociologists such as Marx, Durkheim and Weber. Students will be introduced to different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism. Students will learn how to apply these perspectives to analyse and explain social phenomena.	Students will demonstrate a strong grasp of the key concepts and debates within sociology, as well as the ability to apply sociological perspectives to real world-examples. Students can explain and critically evaluate the ideas of classical sociologists such as Marx, Durkheim and Weber. Students can demonstrate nuanced understanding of the different sociological perspectives and how they offer different explanations of social structures, processes and issues. Students are able to critically evaluate, compare and contrast theories or explanations. Students can debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective.	Teachers will be using formative assessment to assess students' knowledge and understanding in lessons. Students will complete an end of unit assessment which will assess their application of knowledge and understanding of sociological theories and concepts.
Research Methods	Students will identify, describe and explain a range of research methods and methodological issues used to study human behaviour. They will develop an understanding of the importance of research methods in social research and the role of ethics in conducting investigations. Students will learn about a variety of research methods, including experiments, surveys, interviews, participant observation and secondary data analysis. They will also learn how to design and conduct research projects by selecting appropriate research methods, sampling techniques and methods of data analysis. Students will evaluate the strengths, weaknesses, advantages and disadvantages of different research methods in relation to specific areas of research, and develop the skills needed to interpret and analyse data effectively.	Students can demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties, ethical issues and apply this knowledge to design and conduct their own research projects. They should be able to explain the importance of ethics in research. Students have an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research. They should be able to critically evaluate different research methods and identify the strengths and weaknesses of each method for a particular research question. Students can demonstrate an ability to interpret data presented in a variety of forms and draw conclusions based on their analysis.	Teachers will be using formative assessment to assess students' knowledge and understanding in lessons. Students will complete an end of unit assessment which will assess their application of knowledge and understanding of sociological theories, concepts, evidence and methods.

Spanish

Having Fun	Using adjectives in Spanish. Using adverbs of frequency. Using opinion verbs and expressions. Revision of present and near future tense. Combining three tenses in written and spoken work.	Students will actively participate in lessons and join in speaking Spanish to develop their speaking. They will do their best work in class and for homework. Students will consolidate and extend their vocabulary and practice outside lessons. They will develop their use of different tenses, including complex ones. They will be able to take part in dialogues and role plays, and ask questions. They will become more accurate in their writing, and know how to extend their answers via enriched and varied terminology and more Higher level structures. They will become more confident at exam skills, knowing how to achieve marks. Students will develop their ability to work in groups and independently, and practice on language websites such as teachvid; yabla.com; language gym as well as apps like quizlet and duolingo.	This term students are assessed formally and informally via classwork and topic based assessments. There will be a mini reading assessment including a translation into English which reflects the GCSE exams, as well as a mini listening assessment. Students will also write 40-50 words independently on the topic of my personal world.
Viajes (Trips)	Describing a photo. Using se puede + infinitive. Using 'if' clauses in the present tense. Describing opinions in the past. Giving and spotting negative opinions. Using strategies to work out meaning.	Students will confidently be able to produce written and spoken work on this topic. Using the palms method to help us, we will be able to describe in detail in Spanish what is happening in a photo. Students will take an active role in class and at home ensuring that their work is always completed to the best of their ability. Students will be able to use a range of higher level vocabulary in their written and spoken work and link these to previous topics. Students will display a passion for learning and improving.	Topic based reading and listening assessments in the style of GCSE exams, including a translation into Spanish. Students will also be asked to describe a photo card for their speaking assessment.

Sports Studies

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
R185; Performance	Students will develop their knowledge of skills, techniques, tactics and decision-making in sport. They will improve their practical performance and learn how to identify strengths and areas for improvement. Students will also develop leadership skills including communication, organisation, motivation and adaptability. They will learn how to plan, deliver and review a sports activity session safely and effectively.	Excellent students will consistently demonstrate a high level of practical performance, selecting and applying appropriate skills, techniques and decision-making effectively. They will accurately analyse their own performance and clearly explain how they can improve. When leading, they will be confident, organised and adaptable, communicate effectively with participants and deliver a safe and purposeful session. They will reflect thoughtfully on their leadership and identify appropriate improvements.	R185 is assessed through an OCR-set assignment completed internally and moderated by OCR. Students will be assessed on their practical performance in two sporting activities, their ability to review their own performance, and their ability to plan and lead a sports activity session. They will also review their leadership performance, identifying strengths and areas for future development.
R187; OAA	Through this unit, we will develop a broad knowledge of the categories and examples of outdoor and adventurous activities, the structure of provision at national and local levels, and the specific equipment, clothing, and technologies required for different environments. We will deepen our understanding of how accessibility, location, and organisational structure can influence participation, and how preparation, safety measures, and environmental awareness contribute to successful performance. Alongside this knowledge, we will build key skills in research and analysis, planning and risk assessment, and decision-making in practical outdoor contexts. We will also develop teamwork, communication, and problem-solving abilities during participation, as well as reflective skills to evaluate our own performance and identify ways to improve.	Excellence in this unit will be demonstrated by a thorough and accurate understanding of outdoor activity provision, combined with the ability to make insightful comparisons between activities, providers, and environments. High-quality work will include well-researched and realistic plans that address safety, terrain, and environmental considerations in detail. In practical situations, excellence will be shown through the safe and effective application of relevant skills, strong teamwork, and clear communication. Students achieving at the highest level will be able to critically evaluate their own performance, identify precise strengths and areas for development, and propose meaningful, evidence-based improvements. They will also communicate their ideas confidently and fluently, using accurate subject-specific terminology.	Assessment will take place throughout the unit in a variety of ways. Formative assessment will be embedded in class discussions, research activities, and peer or teacher feedback during lessons. Practical assessment will focus on the planning and execution of an outdoor activity, including the production of a detailed risk assessment and the demonstration of appropriate skills during participation. Written assessments will require students to evaluate provision, safety considerations, and the value of participation in outdoor activities. Reflective assessments will be used to measure the ability to analyse performance and suggest realistic improvements. Peer assessment during group tasks and presentations will also contribute to evaluating collaborative skills and the sharing of constructive feedback.

Tutor

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Values and Aspirations	Understanding self-regulation. Skills in managing deadlines and planning revision.	Students take responsibility for their study schedules and show independence.	Progress checks. Independent study logs. Staff mentoring.
Steps Careers Programme- Step Forward & Unifrog	Students will gain knowledge of the basic legal limits for working and employment law and understand the reasons for those laws. They will learn to recognise the character attributes that will support them as they build towards Post-16 options.	Students will demonstrate high levels of confidence when articulating possibilities for the future. They will be able to contribute widely to discussion and articulate clearly and precisely the skills and qualities that employers are looking for. They will be confident to express their opinions and will be skilled in resourcing relevant careers information.	Student understanding will be assessed via ongoing tutor questioning and discussion. Understanding will be assessed via work produced in the 'Step Forward' booklet.