Bramcote College

A member of The White Hills Park Trust

Year 10 Curriculum Guide

The White Hills Park Trust

A Culture of Excellence

An Introduction to our Year 10 Curriculum

Welcome to our Year 10 curriculum booklet. Year 10 is an exciting time as students start their Level 2 qualifications and begin to prepare for their Post-16 progression.

The purpose of this booklet is to share our curriculum with parents and carers so that you are able to support your children with their learning. Students learn better when they can see how their learning fits it to a wider plan, and how they will progress through their learning as the year goes on.

You can support your children by discussing these topics with them at home, and encouraging them to extend their learning outside the classroom by reading, researching, watching films and visiting places linked to their topics. We are building a programme of enrichment learning suggestions which will be on our website soon.

This booklet contains an overview of the Year 10 curriculum, as well as a page for each subject which highlights key content and assessments.

Our curriculum vision:

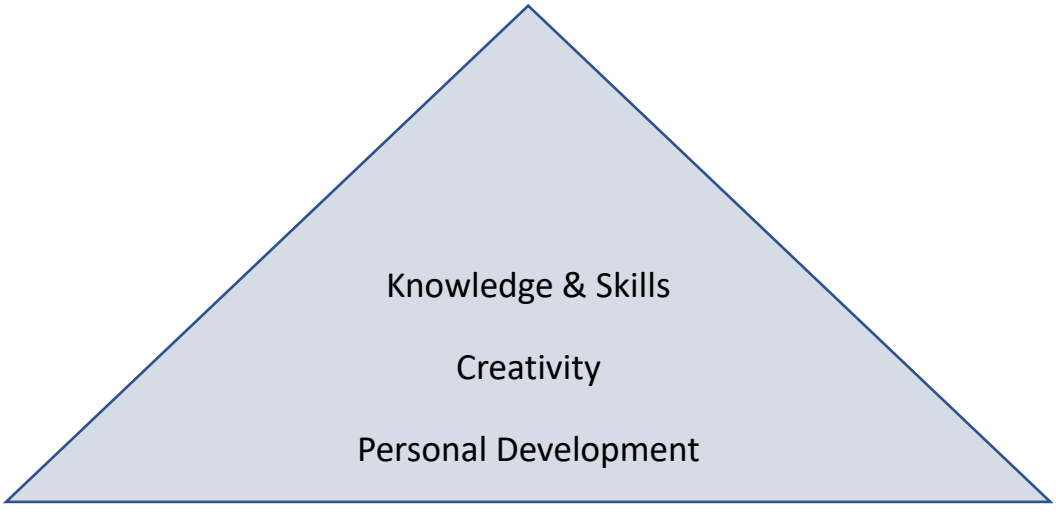
Our curriculum intends to support all our students to make clear progress and build the skills and knowledge they need for success at school and beyond.

We recognise the value of diverse cultures and experiences, and carefully consider our students when planning their learning. This leads to a broad, balanced and challenging curriculum, which meets the needs of all our learners.

We take a personalised approach to curriculum planning with high aspirations alongside effective support for all including those with disabilities and SEN. We encourage a creative approach to learning and allow students to pursue their passions and find joy in their education.

We take care to structure our curriculum in a coherent and logical sequence, promoting links between subjects and opportunities for enrichment.

Our curriculum is made up of 3 aspects, and encompasses classroom lessons as well as our enrichment offer.



Our Year 10 Curriculum

CORE SUBJECTS						
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
English (Language & Literature) 5 hours per week	Anthology poetry	Modern prose An Inspector Calls		Explorations in creative reading and writing	Romeo and Juliet	
Maths Foundation 3 hours 45 per week	1. Sequences 2. Equations 3. Sim Equations	1. Properties of Number 2. Probability 3. Formulae	1.Pythagoras 2. Right Angled Trigonometry	1. 3D Objects 2. Volume, Surface Area, Density	1. Ratio 2. Proportion	1. Graphs Revisited 2. Inequalities
Maths Higher 3 hours 45 per week	1. Sequences 2. Quadratic Equations 3. Sim Equations	1. Surds 2. Probability 3. Formulae	1. Functions 2. Pythagoras 3. Right Angled Trigonometry	1. 3D Objects 2. Volume, Surface Area, Density	1. Ratio 2. Proportion	1. Graphs of Linear and quadratic Functions 2. Inequalities
Combined Science 5 hours per week	GCSE Topics completed in HT 1-3 Biology: B3. Infection and Response Chemistry: C1. Atomic structure and periodic table, C2. Bonding, structure and properties, C3. Quantitative Chemistry Physics: P1. Energy, P2. Electricity			GCSE Topics completed in HT 4-6 Biology: B4. Bioenergetics, B5. Homeostasis and Response Chemistry: C4. Chemical Changes, C5. Energy Changes Physics: P3. Particle model of matter, P4. Atomic structure		
Separate Sciences (Biology, Chemistry, Physics) 5 hours per week	GCSE Topics completed in HT 1-3 Biology: B3. Infection and Response Chemistry: C1. Atomic structure and periodic table, C2. Bonding, structure and properties, C3. Quantitative Chemistry Physics: P1. Energy, P2. Electricity			GCSE Topics completed in HT 4-6 Biology: B4. Bioenergetics, B5. Homeostasis and Response Chemistry: C4. Chemical Changes, C5. Energy Changes Physics: P3. Particle model of matter, P4. Atomic structure, P5. Forces		
PE 1 hour 15 per week	Students choose activity options for six week blocks. Activities are based around: Fitness & Health, Participation; Competitive with students selecting a pathway.					
Citizenship & RE 2 hours 30 per week	Does Religion cause more harm than good?		Living in the wider word	Relationships & Sex, Health & Wellbeing	Careers	

OPTIONS SUBJECTS						
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Geography 2 hours 30 per week	Tectonic Disasters	Atmospheric Disasters	Urbanisation in LICs Lower Income Counties		Urbanisation in HICs Higher income counties	
History 2 hours 30 per week	**Paper 1**: Medieval & Renaissance Medicine	**Paper 1**: 19th & 20th century Medicine	**Paper 2**: Early Elizabethan England 1553-1558		**Paper 2**: The American West	
Spanish 2 hours 30 per week	Desconéctate (Holidays)	Desconéctate Mi gente (My life)	Mi gente	El colegio (School life)	A currar (The world of work)	A currar (The world of work)
Sociology 2 hours 30 per week	Comp 1 Compulsory core	Options 1 - families	Option 1 - families	Option 2 - education	Option 2 - education	Comp 2 – Compulsory core
Psychology 2 hours 30 per week	Develop-mental	Memory	Neuro-psychology	Social Influence	Psych-ological issues	Research methods
Health & Social Care 2 hours 30 per week	R025 Understanding human development	R025 Understanding human development	R025 Understanding human development	R031 Understanding basic first aid	R021 Values of care	R021 Values of care
Computer Science 2 hours 30 per week	Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2
Business Studies 2 hours 30 per week	Paper 1 Enterprise and entrepreneurship Spotting a business opportunity	Paper 1 Enterprise and entrepreneurship Spotting a business opportunity	Paper 1 Putting a business idea into practice	Paper 1 Making a business effective	Paper 1 External Influences	Paper 1 External Influences Consolidation

Product Design 2 hours 30 per week	Sweet dispenser	2D and CAD	Speaker Project	Speaker Project	Component 1	Component 1
Food Technology 2 hours 30 per week	Carbohydrates Cereal foods		Animal and vegetable proteins		Fruit and vegetables	
Art 1 hours 30 per week. Twilight	Still Life. Drawing techniques and proportion.	Still Life. Drawing techniques. Chalk, charcoal and oil pastel	Still Life. Researching Artists. Texture and pen techniques	Still Life. Working with acrylics	Still Life. Researching, experimenting and developing ideas	Still Life. Creating a final piece.
Photography 2 hours 30 per week	Nine shot challenge and editing	Perspective	Portraits	Portraits / lines and shapes crafty editing	Natural Beauty (portraits OR landscapes)	Component 1 Portfolio: Distortion
Media Studies 2 hours 30 per week	Advertising and Marketing	Film Marketing	Magazines	Television Crime Drama	Newspapers	NEA (Creating Media Products)
BTEC Sport 2 hours 30 per week	Fitness Training & Programming		Practical Sports Performance			Sports Leadership

Our Year 10 GCSE English and GCSE English Literature Curriculum

	-Prose Fiction texts -Contexts of fiction texts -The influence of contexts on fictional writers. --Modern and Elizabethan playwrights of fiction. - -Creating Fiction.

We aim to develop a love of literature and language while engaging students in the beauty of creative writing:

- Study an array of engaging literature texts and contexts.
- Zoom in on excellent writing and analyse effective methods.
- Structure writing effectively with technical accuracy.
- Explore and create fictional description.

Big Ideas in Year 10 English: How does historical context influence writers of fiction?

This year we will …

- Build on year 9 war poetry to explore poems with additional themes and contexts.
- Have the opportunity to study a modern prose play.
- Study one of the most famous plays in world literature.

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Anthology Poetry	Modern Prose: An Inspector Calls		Explorations in Creative Reading and Writing	Shakespeare: Romeo and Juliet	
Key Questions	How does culture influence identity? How is power misused? How powerful is nature in comparison to humans?	How have the values of our society changed? To what extent does the bourgeoisie exploit the working class? Why should we help people less fortunate than ourselves?		How do writers captivate readers of fiction? How does the writer make meaning through language and structure? How can we write in a compelling way?	What is a tragedy? Why is love and communication so important? What makes a caring parent? How is patriarchy misused? Why is an Elizabethan play still relevant today?	
Assessment In English students partake in reading, writing and oracy in every scheme, more formal assessments are listed here.	Reading Power	Reading Character	Writing and Reading	Reading and Writing	Reading Characterisation	Writing

Any questions? Please contact: Emma Lee (Head of English) – emma.lee@whptrust.org

Our Year 10 Foundation Maths Curriculum

AQA GCSE Maths Foundation grades 1 – 5	Preparing for one non calculator and two calculator exams at GCSE. Each worth 80 marks and containing a mix of question styles, from short, single-mark questions to multi-step problems.

We aim to develop students as mathematicians who:

- Can confidently and fluently apply the mathematical methods learned during their time in school.
- Can solve problems following logical steps and apply their knowledge in unfamiliar situations.
- Understand the topics covered and how different areas of maths link together.

Big Ideas in Year 10 Maths: Revisiting and embedding the skills we have looked at throughout our time in school and extending our knowledge particularly with algebraic skills, geometry and ratio and proportion.

Last year we learned about:

- Number: Integers, Fractions, Decimals, Powers and Roots, Percentages, Standard form
- Algebra: Working with Expressions, Forming and Solving Equations
- Geometry: Angles, Perimeter, Area
- Graphs: Linear Graphs, Speed, Distance, Time
- Statistics and Statistical diagrams

Next year we will learn about…

- Number: Percentages and interest
- Algebra: Algebraic Manipulation
- Geometry: Transformations, Similarity, Congruence, Constructions and Loci, Pythagoras, Trigonometry, Vectors
- Graphs: Linear, Interpreting Real Life Graphs, Graphs of other Functions

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Sequences, Equations, Simultaneous Equations	Properties of Number, Probability, Formulae	Pythagoras Theorem, Right Angled Trigonometry	3D Objects, Volume, Surface Area, Density	Ratio, Proportion	Graphs, Inequalities
Key Points	Term to term and nth term linear, generating sequences, special sequences Form and solve linear and quadratic equations and linear simultaneous equations.	Factors, Multiples, HCF, LCM, product of Primes Probability calculations, using probability diagrams Rearranging formulae Substitution	Use Pythagoras to find shorter and longer sides of a right angled triangle. Recall and use Trig ratios to find sides or angles in a right angled triangle.	Know facts relating to 3D objects, Be able to draw nets, plans and elevations and isometric drawings. Use formulas for Surface Area and Volume of 3D shapes, Know and use density =mass/volume	Simplifying ratios, diving in ratios, solving simple worded ratio problems Unitary method, use formulas for direct proportion and inverse proportion, graphs	Plot any graph from a table of values, linear graphs using y=mx+c, recognise linear graphs Express as an inequality, number lines, solve linear inequalities.
Assessment	Topic test on each topic GCSE Paper 1	Topic test on each topic GCSE Paper 2	Topic test on each topic GCSE Paper 3	Topic test on each topic GCSE Paper 1	Topic test on each topic GCSE Paper 2	Topic test on each topic GCSE Paper 3

Any questions? Please contact: Dom Devlin (Head of Maths) – dominic.devlin@whptrust.org

Our Year 10 Higher Maths Curriculum

AQA GCSE Maths Higher grades 3 – 9	Preparing for one non calculator and two calculator exams at GCSE. Each worth 80 marks and containing a mix of question styles, from short, single-mark questions to multi-step problems.

We aim to develop students as mathematicians who:

- Are confident in their mathematical ability and have a real enjoyment of the subject.
- Can solve problems following logical steps and apply their knowledge in unfamiliar situations.
- Have a strong understanding of the topics covered and how different areas of maths link together.

Big Ideas in Year 10 Maths: Extending our skills in all the areas we have looked at, in particular algebraic manipulation ratio and proportion and introducing new ideas like trigonometry and surds.

Last year we learned about:

- Number: Integers, Fractions, Decimals, Powers and Roots, Percentages, Standard form
- Algebra: Working with Expressions, Forming and Solving Equations
- Geometry: Angles, Perimeter, Area
- Graphs: Linear Graphs, Speed, Distance, Time
- Statistics and Statistical diagrams

Next year we will learn about…

- Number: Growth and Decay
- Algebra: Algebraic Manipulation
- Geometry: Circle Theorems, Transformations, Similarity, Congruence, Constructions and Loci, Further Trigonometry, Vectors
- Graphs: Linear, Interpreting Real Life Graphs, Graphs of other Functions, Transformation of Curves

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Sequences, Quadratics, Simultaneous Equations	Surds, Probability, Formulae	Functions, Pythagoras Theorem, Right Angled Trigonometry	3D Objects, Volume, Surface Area, Density	Ratio, Proportion	Linear and Quadratic Graphs, Inequalities
Key Points	Finding the nth term of quadratic sequences Factorising, quadratic formula or completing the square Elimination or substation, one linear one quadratic	Rules of surds, Manipulating expressions involving surds Solve more complex probability problems Rearrange more difficult formulae including factorisation	Function notation, inverse, compound Show a triangle is right angled, 3D Pythagoras Use Trigonometry and Pythagoras to solve more difficult problems	Know how to calculate volumes and surface areas of spheres cones and pyramids, be able to solve problems involving these formulas and density formula	Combining ratios, relating ratios to equations, solving more worded questions Proportion problems including squares cubes and roots	Plot and sketch quadratic graphs, Solve quadratic inequalities, know how to represent inequalities graphically
Assessment	Topic test on each topic GCSE Paper 1	Topic test on each topic GCSE Paper 2	Topic test on each topic GCSE Paper 3	Topic test on each topic GCSE Paper 1	Topic test on each topic GCSE Paper 2	Topic test on each topic GCSE Paper 3

All foundation content is also required for higher in addition to the above.

Any questions? Please contact: Dom Devlin (Head of Maths) – dominic.devlin@whptrust.org

Our Year 10 Combined Science Curriculum (Trilogy)

AQA GCSE Combined Science (Trilogy) **Exam board information:** https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464	**Resources for home study and revision –** CGP Revision Guides, BBC bitesize, Century Tech, Seneca

We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives
- Have an understanding of science issues that may affect their own and others health and wellbeing and the environment
- Appreciate the cultural significance of achievements in the history of science
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers

Big Ideas in Year 10 Combined Science:

One of many essential processes in Biology is how the body adapts to maintain optimal internal conditions (homeostasis). How our hormones and nervous system are involved in different processes to maintain life and how our immune system works to protect against disease also demonstrate the complexities of the human body. Humans are not the only amazing organisms. Plants do not need to rely on other organisms and can create their own glucose (Photosynthesis). Their ability to do this is essential for life and the process carried out by all living organisms…respiration!

Energy is a key principle in Physics, as it allows work to be done. It cannot be created or destroyed, but can be transferred, dissipated or stored in different ways. The rate at which energy is transferred is called power and the amount usefully transferred is called efficiency. These ideas about energy underpin the work of Physicists and Engineers, working hard to identify ways to reduce our energy usage and to reduce our global reliance on fossil fuels. Knowledge of the structure of the atom allows us to understand different types of radiation and the uses and dangers of radiation.

Building on knowledge of the structure of the atom, to link ideas about different types of bonds and the properties of elements and compounds. When new products are made in a chemical reaction, can we calculate exactly how much product would be made and can we alter the conditions of a reaction to make more product? Can we also use calculations to work out if a reaction will release energy or take energy in? The answers to these questions allow Chemists to use chemical reactions to solve real world problems.

Last year we learned about:

- **Biology** - how we respond to diseases, how natural selection leads to evolution and how our nervous system works. We also started our GCSE courses and built on knowledge from KS3 Cells and Body Systems topics.
- **Chemistry** - the structure of the atom, how the periodic table was developed and how atoms bond together. We also started our GCSE courses and built on knowledge from KS3 topics, The Earth, Separating Mixtures, Chemical reactions and Compounds.

- **Physics** - we developed our understanding of forces from KS3 and we also gained some new knowledge about radioactivity and the life cycle of stars to help prepare for GCSE.

Next year we will learn about…

- Biology – B6. Inheritance, Variation and Evolution, B7. Ecology
- Chemistry – C6. The rate and extent of chemical change, C7. Organic Chemistry, C8. Chemical Analysis
- Physics – P5. Forces, P6. Waves, P7. Magnetism and Electromagnetism

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	The following topics are taught on a rotational basis throughout the year. The order depends on your childs' teaching group. Your child will be provided with a specific sequenced plan for their class: Biology: B3.Infection and Response, B4. Bioenergetics, B5. Homeostasis and Response Chemistry: C1. Atoms, C2. Bonding, C3. Quantitative Chemistry, C4. Chemical Changes, C5. Energy Changes Physics: P1. Energy, P2. Electricity, P3. Particle model of matter, P4. Atomic Structure					
Key Questions	How do substances that contain exactly the same element behave so differently?	How do our bodies protect us from communicable diseases?	How is electricity generated and transferred on a large scale?	How do our bodies respond to hormones?	Why do some chemical reactions release heat?	What type of radiation is used in a smoke alarm?
Assessment	In class GCSE end of topic assessment	In class GCSE end of topic assessment	In class GCSE end of topic assessment	In class GCSE end of topic assessment	In class GCSE end of topic assessment	In class GCSE end of topic assessment Mock Exams (Paper 1's)

Any questions? Please contact: Alison Pascual (Head of Science) – alison.pascual@whptrust.org

Our Year 10 Separate Science Curriculum

AQA GCSE Biology **Exam board information:** https://www.aqa.org.uk/subjects/science/gcse/biology-8461	**Resources for home study and revision –** CGP Revision Guides, BBC bitesize, Century Tech, Seneca

We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives
- Have an understanding of science issues that may affect their own and others health and wellbeing and the environment
- Appreciate the cultural significance of achievements in the history of science
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers

Any questions? Please contact: Alison Pascual (Head of Science) – alison.pascual@whptrust.org

Biology:

Big Ideas in Year 10 Biology:

One of many essential processes in Biology is how the body adapts to maintain optimal internal conditions (homeostasis). How our hormones and nervous system are involved in different processes to maintain life and how our immune system works to protect against disease also demonstrate the complexities of the human body. Humans are not the only amazing organisms. Plants do not need to rely on other organisms and can create their own glucose (Photosynthesis). Their ability to do this is essential for life and the process carried out by all living organisms…respiration!

Last year we learned about:

- Biology - how we respond to diseases, how natural selection leads to evolution and how our nervous system works. We also started our GCSE Biology course, studying topics on Cells and Organisation which build on knowledge from KS3 Cells and Body Systems topics.

Next year we will learn about…

- Biology – B6. Inheritance, Variation and Evolution, B7. Ecology

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	The following Biology topics are taught on a rotational basis with Chemistry and Physics throughout the year. The order depends on your childs' teaching group. Your child will be provided with a specific sequenced plan for their class: B3.Infection and Response B4. Bioenergetics B5. Homeostasis and Response					
Key Questions	How does the human body defend itself against disease? Can we explain how a lateral flow test works? Do plants have the ability the defend themselves?		How can we investigate photosynthesis? What factors affect the rate of photosynthesis? What are the differences between aerobic and anaerobic respiration?		What is homeostasis? Why are reflex actions so important? How do hormones interact to control different processes in the body?	
Assessment	In class GCSE end of topic assessment		In class GCSE end of topic assessment		In class GCSE end of topic assessment Mock Exams (Paper 1's)	

Chemistry:

Big Ideas in Year 10 Chemistry:

We will build on our knowledge of the structure of the atom, to link ideas about different types of bonds and the properties of elements and compounds. When new products are made in a chemical reaction, can we calculate exactly how much product would be made and can we alter the conditions of a reaction to make more product? Can we also use calculations to work out if a reaction will release energy or take energy in? The answers to these questions allow Chemists to use chemical reactions to solve real world problems.

Last year we learned about:

- Chemistry - the structure of the atom, how the periodic table was developed and how atoms bond together. We also started our GCSE Chemistry course, studying Chemistry of our Atmosphere and Using Resources which builds on knowledge from KS3 topics, The Earth, Separating Mixtures, Chemical reactions and Compounds.

Next year we will learn about…

- Chemistry – C6. The rate and extent of chemical change, C7. Organic Chemistry, C8. Chemical Analysis

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	The following Chemistry topics are taught on a rotational basis with Biology and Physics throughout the year. The order depends on your childs' teaching group. Your child will be provided with a specific sequenced plan for their class: Chemistry: C1. Atoms, C2. Bonding, C3. Quantitative Chemistry, C4. Chemical Changes, C5. Energy Changes					
Key Questions	How do we know what the structure of an atoms is? How do substances that contain exactly the same element behave so differently?		Why do some substances react with air and water, but others do not? How can we calculate exactly how much product will be made in a chemical reaction?		Why do some chemical reactions release heat? How can we make use of chemical reactions in our everyday lives?	
Assessment	In class GCSE end of topic assessments		In class GCSE end of topic assessments		In class GCSE end of topic assessment Mock Exams (Paper 1's)	

Physics:

Big Ideas in Year 10 Physics:

Energy is a key principle in Physics, as it allows work to be done. It cannot be created or destroyed, but can be transferred, dissipated or stored in different ways. The rate at which energy is transferred is called power and the amount usefully transferred is called efficiency. These ideas about energy underpin the work of Physicists and Engineers, working hard to identify ways to reduce our energy usage and to reduce our global reliance on fossil fuels. Knowledge of the structure of the atom allows us to understand different types of radiation and the uses and dangers of radiation. Forces are responsible for all of the interactions between particles and objects.

Last year we learned about:

Physics - we developed our understanding of forces from KS3 and we also gained some new knowledge about radioactivity and the life cycle of stars to help prepare for GCSE.

Next year we will learn about…

Physics – P6. Waves, P7. Magnetism and Electromagnetism P8. Space Physics

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	The following Physics topics are taught on a rotational basis with Chemistry and Biology throughout the year. The order depends on your childs' teaching group. Your child will be provided with a specific sequenced plan for their class: P1. Energy P2. Electricity P3. Particle Model of Matter P4. Atomic structure P5. Forces					
Key Questions	What is specific heat capacity? How can the thermal conductivity of materials be compared? How is electricity generated and transferred on a large scale?		Which type of radiation will you find in a smoke alarm? What is the difference between nuclear fission and nuclear fusion?		Describe the motion of a skydiver in freefall. Why is it much more difficult to bring a lorry travelling at 60mph to rest, than a car which is travelling at the same speed?	
Assessment	In class GCSE end of topic assessments		In class GCSE end of topic assessments		In class GCSE end of topic assessments Mock Exams (Paper 1's)	

Our Year 10 Religious Studies & Citizenship Curriculum

We aim to develop students as citizens who:

- Understand the impact religion can have on national & global affairs
- Are inclusive, accepting & empathetic, and can challenge the views of others in a respectful manner
- Are equipped with the knowledge & skills to keep themselves safe and well as they prepare for life beyond school
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Big Ideas in Year 10 RS & CZ:

Human Rights, War, Extremism, radicalisation & terrorism, Fertility & Reproductive Health, Parenting, Stalking, Harassment, Hate crime, Revenge Porn, Gender roles & trans identity, Social anxiety, suicide, Loss & bereavement, Introduction to careers

Last year we learned about….

Marriage & Family Life, Life After Death, Medical Ethics, The UK Political structure & British Values, Relationships & Sex, Health and Wellbeing

Next year we will learn about…

- Post-16 options & applications
- Is Religion outdated in the UK?
- What is healthy & 'good' sex?
- Consent, rape & domestic abuse
- Relationship breakups
- Managing risk, personal safety in the wider world
- Living independently
- Gambling
- First aid & CPR
- How to stay physically & mentally healthy during exams

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Does Religion cause more harm than good?		Living in the wider word	Relationships & Sex, and Health & Wellbeing	Careers	
Key Questions	Human Rights? Social injustice: poverty, discrimination? Censorship & Religious Expression? Authority & Conflict of Rights? Conflicts, case studies (political and religious disputes)? Just War and Jihad? Extremism, Radicalisation and Terrorism		Anti-social behaviour? Crime, gangs, and county lines? The criminal justice system? Binge drinking ? Homelessness ? Tattoos, piercings and the law	Fertility & Reproductive Health? Parenting? Conflict management? Harassment & stalking? Revenge Porn? Same sex relationships? Gender roles and trans identity? Sexism & Gender prejudice? Hate crimes? Social anxiety? Suicide? Coping with loss, grief and bereavement	Transferable skills and qualities? Goal setting and career research? CV writing and mock interviews	
Assessment	Extended writing / reflection: “People should always have the right to express their views” discuss.		Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Feedback on CV and mock interview	

Any questions? Please contact: Sophie Anderson (Head of RS & CZ) - sophie.anderson@whptrust.org

Our Year 10 History Curriculum

Edexcel GCSE History	Medicine through Time c.1250 to the present Early Elizabethan England 1558-1588 The American West Weimar & Nazi Germany 1918-1939

We aim to develop students as historians who:

- Can analyse and make inferences from a range of historical sources.
- Explain and evaluate differing interpretations of the past.
- Explain and evaluate causes and consequences of events, as well as their significance.

Big Ideas in Year 10 History: Change and continuity, factors affecting the development of medicine, significant individuals from Florence Nightingale, to Elizabeth I to Hitler

Last year we learned about:

- WW1 and WW2
- Democracy and Dictatorship
- Civil Rights in the USA and the UK

Next year we will learn about…

- Weimar and Nazi Germany 1918-1939
- Historic Environment: The British Sector of the Western Front (1914-1918)
- Revision and Exam Skills

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Medicine through time 1250 to 1700	Medicine through time 1700-2000	Early Elizabethan England 1558-1588		The American West	
Key Questions	Why was there so little development in medicine? What were the main ideas about causes, treatment & prevention of disease?	What were the big new developments in medicine? What was the most important discovery? Why was there so much change at this time?	Key Topic 1: Elizabeth: Queen, government & religion Key Topic 2: Challenges at home and abroad Key Topic 3: Elizabethan Society in the Age of Exploration		Who were the Native Americans and how did they live on the Great Plains? Why did settlement grow, and what problems did settlers face? Why was there so much conflict on the Great Plains? What was the impact of settlement?	
Assessment	Explain why questions [12 marks]	How far do you agree questions [16 mark]		Medicine Mock exam (Paper 1)		Elizabeth mock exam (Paper 2)

Any questions? Please contact: Tom Staszkiewicz (Head of Humanities) tom.staszkiewicz@whptrust.org

Our Year 10 Geography Curriculum

We aim to develop students as Geographers who:

- Describe and explain Geographical processes and concepts, both human and physical.
- Can identify key issues faced both locally and globally and recognise the need for sustainability.
- Can see the importance of their own role in being a responsible global citizen
- Can begin to evaluate different views relating to Geographical issues

Big Ideas in Year 10 Geography: The Challenges of natural hazards, Urban challenges, Physical environments in the UK

Next year we will learn about…

- The changing economic world
- The living world
- The challenge of resource management
- Geographical Application

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Tectonic Disasters	Atmospheric Disasters	Urbanisation in LICs	Urbanisation in HICs	Rivers	Coasts
Key Questions	How tectonic disasters occur Primary and secondary effects of tectonic disasters Responses to tectonic disasters HIC case study: New Zealand LIC case study: Haiti	Global atmospheric circulation Hurricane formation Social, environmental and economic impacts of hurricanes Long and short term responses British extreme weather Global warming	Megacities Rural to urban migration and natural increase Case study: Lagos Challenges, opportunities and management in developing countries	Case study: Nottingham Changing character of the city Urban sprawl and problems Traffic congestion and pollution Urban change: Regeneration Sustainable urban living	Erosion and deposition processes River long profile River landforms Causes of flooding Flood management Case study: River Tees	Coastal processes Coastal landforms on low energy coasts Coastal landforms on high energy coasts Coastal threats Coastal management Case study: Borth and Ynyslas
	Ongoing 9 mark questions	Disasters Mock Exam	Ongoing 9 mark questions	Urbanisation mock	Ongoing 9 mark questions	Rivers and coasts mock

Any questions? Please contact: Tom Staszkiewicz (Head of Humanities) - tom.staszkiewicz@whptrust.org

Our Year 10 Spanish Curriculum

We aim to develop students as linguists who:

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where Spanish is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken Spanish in a variety of contexts and genres.

Big Ideas in Year 10: Talking about social networks, family, socialising. Discussing holidays. Talking about school life. Talking about the world of work and future plans. Discussing festivals and celebrations.

Last year we learned about….

- Different verb tenses
- Media
- Environment
- Work

Next year we will learn about…

- TV and film preferences,
- global sporting events,
- important role models – who inspire you?
- Current issues/affairs

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Theme 1 **Identity** and culture: Mi gente	Theme 2 Local area, **holiday and travel**: Desconéctate	Theme 3: School: Mi vida en el insti	Theme 4 Future aspirations, study and work: A currar	Theme 1 Identity and **culture**: De costumbre	Consolidation Speaking practice
Key Questions	• Who do you get on well in your family with and why? Describe them. •What do you think about social media? •what plans do you have with your friends this weekend?	• What do you tend to do on your holidays? • Talk about your last holiday. •What are you going to do next summer?	• Talk to me about your school •What was your primary school like? Which one you prefer? •What do you think about school rules? •What are the differences between Spanish and English schools?	•Do you have a part-time job? •How do you help at home? •What job would you like to do? •What other ambitions do you have?	•have you tasted Spanish food? •How are you going to celebrate your next birthday? •Have you been to a concert? •Talk to me about a festival/party you would like to attend and why	•General questions addressing all topics taught.
Assessment	Reading & Listening Assessment	Speaking Assessment (photo/role play and conversation)	Writing Assessment	Reading & Listening Assessment	Speaking Assessment	Variety of assessments on all skill areas.

Any questions? Please contact: Mrs C Garcia or Mrs Perczynski (Head of Spanish) – cristina.garcia@whptrust.org emma.perczynski@whptrust.org

Our Year 10 Sociology Curriculum

WJEC Eduqas GCSE Sociology: C200QS	Component 1: Understanding social processes (50%) • Key concepts and processes of cultural transmission • Families • Education • Sociological research methods – followed through to Yr 11

We aim to develop students as critical thinkers who:

- Learners study the key concepts and processes
- Draw on information and evidence from different sources and demonstrate the ability to synthesise them
- Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions
- Draw connections between the different topic areas studied
- Learners are encouraged, when considering the evidence used to support or challenge theories, to examine the research methods used, their reliability and their appropriateness for that study.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Key concepts and processes of cultural transmission	Key concepts and processes of cultural transmission Family diversity and different family forms	Social changes and family structures Sociological theories of the role of the family	Sociological theories of the role of the family Criticisms of family	Sociological theories of the role of education Patterns of educational achievement Processes inside schools.	Factors affecting educational achievement Intro to research methods: Types of data, methods of research, sampling processes, practical and ethical issues.
Key Questions	What are the key sociological concepts? What is socialisation? How does it influence behaviour?	How is identity acquired? What is family? What are the types of family? How do ethnicity and culture affect family structures?	What changes in social norms have occurred and how have they affected family structures? What are the key sociological theories and their key principles?	What are the key sociological theories and debates around the role and structure of the family? How do they explain social changes, family structure and relationships? How can the concept of the family be criticised? Can it have negative effects on individuals/groups in society?	What are the key sociological theories and debates around the role education? What is the relationship between social factors (class, ethnicity & gender) and educational attainment? What processes take place within schools that can affect educational attainment and potentially, life chances?	What is the relationship between social factors (class, ethnicity & gender) and educational achievement and potentially life chances? What is the usefulness of different types of data? What are the different research methods and how may they effect data outcomes? What are the different sampling methods and how do they effect representativeness? What practical and ethical considerations should researchers make?
Assessment	Written responses Exam questions	End of topic test Exam questions	Written responses Exam questions	End of topic test Exam questions	Exam questions	Mock Exam Exam questions End of topic test Research project.

Any questions? Please contact: Kate Marriott (subject teacher): kate.marriott@whptrust.org

Our Year 10 Health and Social Care Curriculum

OCR level 1 / 2 National Certificate in Health and Social Care GCSE	Unit R025 (Coursework): Understanding Life Stages Unit R031 (Coursework): Using Basic First Aid Unit R021 (Exam): Values of Care

We aim to develop students as health and social care practitioners who:

- Can analyse and make informed decisions on an individual's care.
- Explain and evaluate the factors that affect development.
- Explain and evaluate the rights of individuals and the value of care used in age groups.
- Explain and evaluate how to make an area safe and identify risks of an injury scene.

Big Ideas in Year 10 Health and social care:

Give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. From the values of care and understanding life stages, to First aid…

Next year we will learn about…

- **Unit R021 (Exam): Values of Care**
- **Unit R022 (Coursework): Communication in HSC settings**

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Unit R025 (Coursework): Understanding Life Stages	Unit R025 (Coursework): Understanding Life Stages	Unit R025 (Coursework): Understanding Life Stages	Unit R025 (Coursework): Understanding Life Stages	Unit R031 (Coursework): Using Basic First Aid	Unit R021 (Exam): Values of Care
Key Questions	Identify and explain the stages of development from young people to adulthood.	Identify and discuss the ageing process in older adulthood.	Know which medical conditions may affect progress through the life stages.	Create support plans.	Identify and follow the first aid procedures for a range of injuries. How to apply basic first aid procedures.	Understand the importance of the values of care and how they are applied. Understand how legislation impacts on care settings
Assessment	Coursework is internally assessed.	Coursework is internally assessed.	Coursework is internally assessed.	Coursework is internally assessed.	Coursework is internally assessed.	Exam questions

Any questions? Please contact: Lisa Smith (Teacher of Health and Social Care) – lisa.smith@whptrust.org

Our Year 10 Psychology Curriculum

Edexcel GCSE Psychology	Psychology Paper 1: Development, memory, psychological issues, the brain & neuropsychology, social influence

We aim to develop students as psychology practitioners who:

- Explore human behaviour
- Have the skills to conduct practical experiments
- Evidence arguments surrounding the nature/nurture debate
- Have knowledge of a wide range of psychological topics

Big Ideas in Year 10 Psychology

Next year we will learn about…

- Sleep & Dreaming, Criminal behaviour and Research Methods

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Development	Memory	Psychological problems	Psychological problems	The brain and neuropsychology	Social Influence
Key Questions	How did you develop? How does Piaget, Dweck and Willingham approach development? How do we become moral beings?	How does your memory work? What are the different models of memory? What is the impact and causes of amnesia? Should research and theory be reductionist or holistic?	How would psychological problems affect you? What is the impact of mental health on the individual, the people around them and society?	What are the different approaches to explaining depression and addiction? What are the different approaches to treating depression and addiction?	How does your brain affect you? What is the impact of lateralisation of the hemispheres? How does neurological damage impact on behaviour?	How do others affect you? What is the impact of obedience & conformity on behaviour? Why do people become bystanders?
Assessment	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions

Any questions? Please contact: Emma Heydon (Head of Social Science) – emma.heydon@whptrust.org

Our Year 10 Computer Science Curriculum

OCR GCSE Computer Science J277	Component 01: Computer systems Component 02: Computational thinking, algorithms, and programming Practical programming

We aim to develop all students into successful and competent programmers who:

- Can apply their knowledge of computer systems to a wide range of contexts and are ready to be active participants in the digital world.
- Have a desire to develop and apply their analytical, problem-solving, design and computational thinking skills within programming.
- Question the role and impact of technology on individuals and society.

Big Ideas in Year 10 Computer Science.

System Architecture, memory, storage, networks, system security and software, ethical, legal, cultural, and environmental concerns. Programming.

Last year we learned about:

- Python
- Networks
- File and image representation
- Boolean logic
- App design and development

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	1.1 Systems architecture 1.2 Memory 2.1 Algorithms (part 1)	1.3 Storage 1.4 Wired and wireless networks 1.5 Network topologies, protocols and layers 2.2 Programming techniques (Part1) Project 1	1.6 System security 2 Programming skill development Project 2	1.7 Systems software + Programming skill development Project 3	1.8 Ethical, legal, cultural, and environmental concerns + Programming skill development	Consolidation of knowledge for Paper 1 Programming project – exam board

Key Questions	What is the CPU? What is the purpose of the CPU? What are the components inside the CPU and how do they function?	How is data stored in a computer? What hardware is required in a network? Which type of network is best?	What are the main threats to computer systems and networks? How do we prevent such vulnerabilities ?	What software is required to run a system effectively?	What are the main ethical, legal, cultural and environmental issues in Computer Science?	How do you create an efficient and well executed algorithm in Python?
Assessment	1.1 and 1.2 Assessment	1.3, 1.4, 1.5 Assessment + Programming Project 1	1.6 Assessment + Programming Project 2	Paper 1.7 + Programming Project 3	Paper 1 + Paper 2	Programming project

Any questions? Please contact: Jacqui Banger (Head of Business and Computer Science) – jacqui.banger@whptrust.org

Our Year 10 Business Curriculum

Edexcel GCSE Business Studies	Theme 1: Investigating small business which focusses on the needs and demands of new and small businesses. Theme 2: Building a business. Students will understand how small to medium size businesses adapt and grow to become national and international businesses.

We aim to develop future entrepreneurs and leaders who:

- To provide the conditions necessary to enable our future entrepreneurs and leaders to thrive in a 21st Century environment. They should be knowledgeable, resilient, creative, and resourceful.
- Have a greater understanding and awareness of the world that they live in, but more specifically how individuals and businesses work within an economy
- To be able to analyse and critically evaluate to make informed recommendations.

Big Ideas in Year 10 Business: Enterprise and Entrepreneurship, spotting a business opportunity and putting it in to practice, making the business effective, understanding the external influences on a business.

Next year we will learn about…

- How small to medium size businesses adapt and grow to become national and international businesses.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Topic 1.1 Enterprise and entrepreneurship Topic 1.2 Spotting a business opportunity	Topic 1.3 Putting a business idea into practice	Topic 1.3 Putting a business idea into practice	Topic 1.4 Making the business effective -	Topic 1.5 Understanding external influences on business	Topic 1.4 Making the business effective
Key Questions	What qualities and attributes are necessary to become a successful entrepreneur? How do businesses identify a profitable business idea?	What is the key difference between revenue, costs, and profit?	How can a business breakeven and manage its cashflow? Which is the most suitable source of finance?	Which type of business ownership is the best? What is liability and how can it be managed?	What are the key external influences that affect a business and how can they be managed successfully?	Who are the main stakeholders in a business and how can they be managed successfully? What is marketing? How should you market a business?
Assessment	1.1 and 1.2 Assessment	Revenue, Costs Assessment	1.3 Assessment	Ownership Assessment	1.5 Assessment	Paper 1

Any questions? Please contact: Jacqui Banger (Head of Department) – Jacqui.banger@whptrust.org

Our Year 10 Product Design Curriculum

We aim to develop students who:

Are able to think and express their ideas as a Product Designer.

Are able to produce technical drawings for a given object/project.

Are able to use CAD/CAM to produce a product to given data.

Are able to use a range of materials effectively to create a prototype.

Know about PPE and Risk Assessments.

Big Ideas in Year 10 Product Design

Last year we learned about….

- Anthropometrics' and ergonomics.
- Research methods and end of product life considerations.

Next year we will learn about…

- metal work techniques
- Silver soldering and centre lathe work.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Sweet dispenser.		Speaker Project		Design Specification/ Component 1 to be given by the exam board	
Key Questions	What are the basic principles of Product Design? How do you produce a product to a design specification? What is Iterative design? How do you create an engineering drawing? What is a prototype?		How do you translate a 2D design into a 3D prototype? How do you create an engineering drawing? What is a prototype?		Why do you need to consider the following principles when designing a product? Functionality, Aesthetics, Environmental factors, Availability, Cost, Social factors, Cultural factors, Ethical factors.	
Assessment	End of topic Teacher assessment		End of topic Teacher assessment		Component 1 – coursework unit Work is assessed in accordance with the mark scheme provided by the exam board.	

Any questions? Please contact: Penny Crumpton (Head of Technology) Penny.crumpton@whptrust.org

Our Year 10 Food and Nutrition Curriculum

We aim to develop students who:

- Know the main food commodities and food groups.
- Are knowledgeable about the nutritional value of a variety of food.
- Develop a wide range of skills using the whole range of food components
- Develop the skills needed to prepare for the NEA tasks in year 11 and are able to plan and prepare a menu.

Big Ideas in Year 10 Food and Nutrition:

Performance characteristics of a wide variety of food groups.

Food provenance.

Last year we learned about….

- Food from different cultures.
- Seasonal food

Next year we will learn about…

- Fats & Oils, sugars & substitutes.
- NEA 1: Food Investigation Assessment.
- NEA 2: The Food Preparation Assessment

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	**Carbohydrate/ cereal foods**		**Animal & vegetable protein**		**Fruit & vegetables**	
Key Questions	What are the scientific principles & practical tasks linked to carbohydrates and cereal foods? What methods can be used with these groups of foods? Areas covered: Yeasted doughs and pastry varieties Sauces; roux, all-in-one, reduction. Pasta and rice. Cake making methods; making and comparison Cereal grains and uses		What are the scientific principles & practical tasks linked to animal and vegetable protein foods? What methods can be used with these food groups? Areas covered: Dairy foods & eggs Meat & poultry Fish Vegetable proteins & Vegetarianism		What are the scientific principles & practical tasks linked to Fruit & vegetables? What methods can be used with these food groups? Areas covered: Starters, mains, desserts & accompaniments using fruit & vegetables. Food preparation & presentation. Preservation and processing.	
Assessment	End of topic Teacher assessment using the exam board assessment criteria.		End of topic Teacher assessment using the exam board assessment criteria.		End of topic Teacher assessment using the exam board assessment criteria.	

Any questions? Please contact: Penny Crumpton (Head of Technology) Penny.crumpton@whptrust.org

Our Year 10 Art Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in art.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of art techniques.
- Are able to work with increasing independence as the course progresses.
- Able to develop ideas by working through a range of processes and materials creating a final outcome.

Big Ideas in Year 10 Art:

Still Life – looking at a range of artists who work in this genre. Taking inspiration from the artists to create their own original final outcome.

Last year we learned about….

- Portraits, Pop Art and perspective.

Next year we will learn about…

- Portraits.
- The externally set task.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Observational drawing	Skills development	Still Life. Researching and analysing artists' work. Developing ideas. Experimenting with materials. Creating a final outcome.			
Key Questions	How do you draw from primary and secondary sources? What is negative space? How do you use guidelines to help construct a drawing?	What are pencil grades? How do you create tone? How do you shade effectively?	What is the artist's intention? How do you use an artist's work to inspire you? How do you develop your ideas? What methods can you use to create an original final piece?			
Assessment	End of topic Teacher assessment	End of topic Teacher assessment	End of topic Teacher assessment		Mock exam	

Any questions? Please contact: Margaret Hewitt (Head of Art) – margaret.hewitt@whptrust.org

Our Year 10 Photography Curriculum

WJEC Eduqas GCSE Photography	Shot types, camera angles and digital editing on Fotor Perspective Photography Portraiture Lines and Patterns Natural Beauty

We aim to develop students as photographers who:

- Can analyse and make inferences from a range of photographical starting points.
- Explain and evaluate differing interpretations of photography.
- Create and experiment with different styles of editing in order to achieve outcomes in different genres and styles.

Big Ideas in Year 10 Photography: What processes have gone into producing these images? How can I emulate and personalise them? How can I enhance my own images?

This year we will learn about…

- How to research and analyse different photographs and use these ideas in our own photos
- How to edit a photo to enhance the initial image
- How to show the whole process of planning, taking and editing different photos

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	9 Shot Challenge and Editing in Fotor	Forced Perspective	Portraits	Portraits continued OR Lines and Patterns	Natural Beauty	Start Distortion portfolio
Key Questions	What does the camera shot type communicate about the image? How does changing the camera angle change the meaning of a photo? How can I change the tone or the mood by editing it differently?	How did they do it? How do I set up a shot like this? How can I show my research in my own images?	Do I prefer Rankin or McCurry's style? How can I create my own portrait photo in the style of Rankin OR McCurry?	How can I take a second shoot to build on and improve my images? How can I edit my photos differently? Do I prefer Natural or man-made lines and patterns? Where can I take my photos?	Do I prefer nature or portraits? Who is my favourite photographer? How can I emulate their style… but make it my own? Which edits can I do to show off my best work?	Which way of distorting photos do I like the best? Who is my favourite photographer? How can I set up my own distortion photoshoot?
Assessment	9 shot tile final piece and evaluation	First shoot final piece and evaluation	End of Term topic assessment	End of Term topic assessment	Year 10 mock exam	Year 10 mock exam

Any questions? Please contact: Lisa Deacon (Head of Photography) – lisa.deacon@whptrust.org

Our Year 10 Media Studies Curriculum

WJEC Eduqas GCSE Media Studies	Advertising and Marketing Set texts: Quality Street, This Girl Can Film Marketing set texts: No Time To Die, The Man With The Golden Gun Magazines set texts: Pride, GQ TV Crime Drama set texts: Luther, The Sweeney Newspaper set texts: The Sun, The Guardian

We aim to develop Media students who:

- Can analyse a range of media products and make inferences about meanings and representations
- Explain and evaluate the impact that cultural and historical contexts can have on the production and reception of different media texts

Big Ideas in Year 10 Media:
Semiotic analysis, semantic and referential codes, contextual understanding, digital convergence, evaluation of codes and conventions, application of representation theory.

This year we will learn about…

- How to analyse how visual and written elements combine to create meanings and representations in different texts
- How to apply theoretical concepts to gender representation in print products
- How to create a fully realised media product

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Advertising and Marketing	Film Marketing	Magazines	Television Crime Drama	Newspapers	NEA (Creating Media Products)
Key Questions	How are different representations constructed by text producers? How do producers use codes and conventions to construct meaning within their products?	How do elements of media language influence meaning? How do different contexts (social, economic, cultural) influence representations in film posters?	How do visual elements (semiotics) communicate meanings on magazine front pages? How have historical and cultural contexts influenced traditional representations in the media?	What are the generic conventions of a crime drama? How are different audiences targeted? What is the remit of the BBC?	How are newspapers funded? How have new technologies changed the way newspapers are produced and distributed?	How will I research, plan and create a new media product in response to ONE of the set briefs provided by WJEC/ Eduqas?
Assessment	Semiotic analysis	Analysis of layout, design and images	Representation of gender	Application of context	Year 10 mock exam	NEA first draft

Any questions? Please contact: Lisa Deacon (Head of Media and Photography) lisa.deacon@whptrust.org

Our Year 10 BTEC Sport Curriculum

We aim to develop students who:

- Understand the importance of Physical Activity
- Know how to stay fit and healthy
- Are able to analyse themselves and other in a variety of situations

Big Ideas in Year 10 -

What skills are needed to excel at 'Sport'?

Last year we learned about….

- Practical performance
- Fitness & health

Next year we will learn about…

- Leadership
- Health & Wellbeing
- Body Systems

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Fitness Training & Programming	Fitness Training & Programming	Fitness Training & Programming	Practical Sports Performance	Practical Sports Performance	Practical Sports Performance
Key Points	➢ Components of fitness ➢ Effects of exercise ➢ Fitness testing ➢ Structure of a Training Programme ➢ FITT Principles ➢ Additional Principles of Training			➢ Rules & Regulations ➢ Key Terminology ➢ Skills, Techniques and Tactics ➢ Practical performance in 2 sports ➢ Scoring Systems ➢ Structure of a Sports Session ➢ Leadership Styles ➢ Responsibilities of a Sports Coach ➢ Evaluating ➢ Observation and Analysis		
Assessment	• 1 hour online exam			• Written Coursework • Video of practical performances • Spoken dialogue		

Any questions? Please contact: Mr Warner (Head of PE) – kieran.warner@whptrust.org