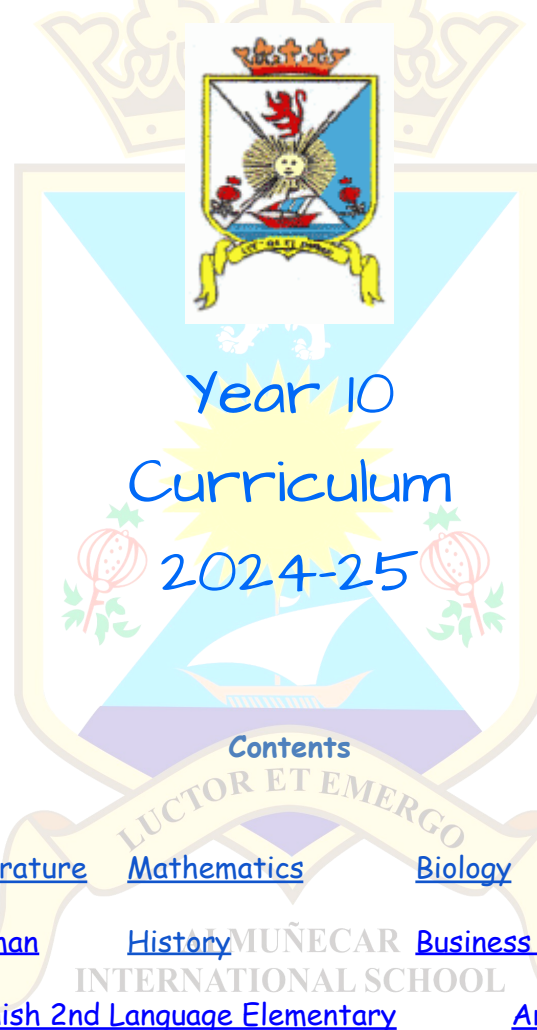


# ALMUÑECAR INTERNATIONAL SCHOOL



Year 10  
Curriculum  
2024-25

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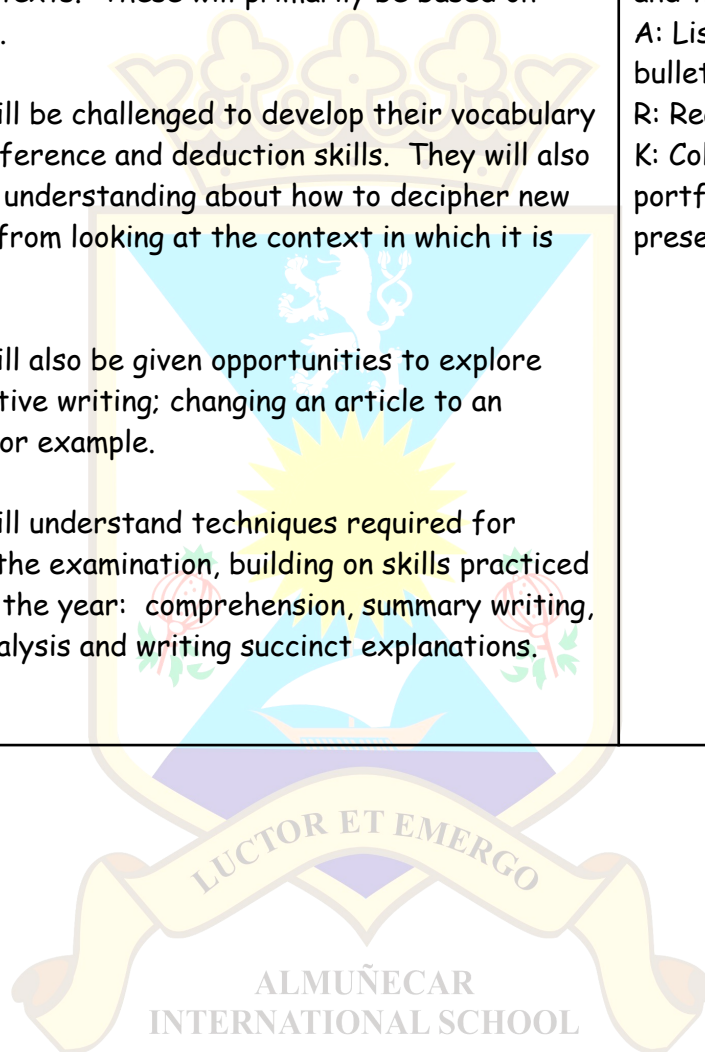
<b>Subject: English Language 0990</b>	<b>Year 10</b>	<b>Teacher: Mrs Burrow Mr Burrow</b>
<b>No. of lessons per week: 3</b>	<b>Date:</b>	<b>2024-25</b>

<b>Time scale (approximate)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
HT1	<b><i>Experiencing Language through Literature</i></b>  <b><i>Students will study either "Blood Brothers"</i></b>	<p>Students are taken through different writing forms via an overview of plays, prose and poetry.</p> <p>They will develop inference skills and will be able to add detail to basic information.</p> <p>Students will examine how a writer creates a voice for a character, looking at lexis, dialect, tone and phonetics.</p> <p>Developing language analysis skills. Students will examine how history influences writing. Building on techniques from KS3, they will look at their own analytical skill and develop critical thinking, using evidence to further their understanding.</p> <p>Students studying the novel will continue this into HT2.</p>	<p>V: Inference from images</p> <p>A: Listening to speeches others' ideas and</p> <p>R: Reading a variety of texts and analysing them</p> <p>K: Matching and ordering activities</p>	<p>Students will have an opportunity to do research to discover about contexts of a novel/play.</p> <p>Writing about character and voice</p> <p>Comprehension Skills</p>
HT2	<b><i>Language through Literature Continued</i></b>  <b><i>Students who have studied Blood</i></b>	<p>Students will have an opportunity to continue to develop their inference and deduction skills as well as developing their critical thinking. They will study various poems from pre 20th Century to the modern day. This will help to build their interpretative skills</p>	<p>V: Annotating and describing images</p> <p>A: Listening to descriptive texts and commenting on style</p>	<p>Researching different periods of poetry:</p> <p>Romantics</p>



	<b>Brothers will examine a range of poetry across time</b>	<p>and allow them to develop their individual voice - learning how to think more deeply and to avoid giving just one response to a text.</p> <p>They will be able to comment on poetry using the PEEZ framework.</p> <p>Students will also have an opportunity to develop their analytical skills as they discuss elements of poetry, as they progress in their understanding of poetic/language features.</p>	<p>R: Reading model texts and proof-reading own work K: Building and layering description and analysis</p>	<p>Modern Post Modern War Poetry</p>
HT3	<p><b>British art, literature and film</b></p> <p><b>Descriptive/Narrative writing</b></p>	<p>Students will study a classic novel. They will learn to interpret key ideas and develop their vocabulary through reading. Their understanding will be supported by a BBC adaptation.</p> <p>They will do research on context and on the idea of the social construct of marriage.</p> <p>There will be an opportunity to develop descriptive and narrative writing skills.</p>	<p>V: Watching film clips and looking at different artworks A: Listening to audiobooks and others reading R: Reading narratives and writing own examples K: Using art and pictures to create visual plans</p>	<p>Research on the social construct of marriage - students will do a mini-presentation on this - focus on speaking and listening skills. Analyse and interpret a text</p> <p>AIS marking and feedback.</p>
HT4	<b>English First Language Focus - Writing Skills</b>	<p>Students are going to examine a range of writing techniques, concentrating on using high level vocabulary, sentence variation and language features. They will be able to write: an article, an interview, a report, a journal, a letter and a speech.</p> <p>Students will look at the conventions of each form of writing. They will experience each form of writing and will be provided with model examples to support their</p>	<p>V: Looking at websites A: Listening to longer texts and summarising orally R: Reading and summarising texts K: Putting key points in logical order</p>	<p>AIS feedback and marking. Responding in Red Zone (exam conditions) Students will receive exam feedback.</p>


		learning. They will also experience each form of writing and how it is used in the world around us.		
HT5	<b>English First Language Focus - Reading Skills</b>  <b>Non-fiction Fiction Analysis Presentation Articles summarised and explained</b>	<p>Students will read across a variety of fiction and non-fiction texts. These will primarily be based on past papers.</p> <p>Students will be challenged to develop their vocabulary and their inference and deduction skills. They will also consolidate understanding about how to decipher new vocabulary from looking at the context in which it is written.</p> <p>Students will also be given opportunities to explore transformative writing; changing an article to an interview, for example.</p> <p>Students will understand techniques required for success on the examination, building on skills practiced throughout the year: comprehension, summary writing, language analysis and writing succinct explanations.</p>	<p>V: Research using film, art and the internet</p> <p>A: Listen to speeches, news bulletins</p> <p>R: Read and analyse texts</p> <p>K: Collate information into portfolio and produce presentation</p>	<p>Analysis and inference questions</p> <p>Question by question practice - showing application of the skills required for each question.</p>



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<b>Subject:</b> English Media AQA 8572	<b>Year 10</b>	<b>Teacher:</b> Mr Burrow
<b>No. of lessons per week:</b> 3	<b>Date:</b> 2024-25	

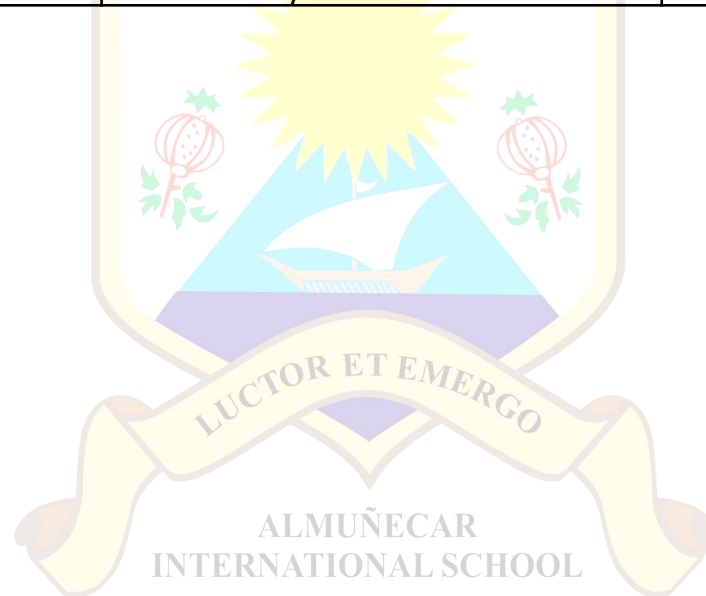
Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc. Key Questions and vocabulary
First Week	Course Description + Intro Exercises	Key Concepts + Media Specific Terminology + Fun Genre Exercises	Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	Paired work - production of a film poster from a Action/Adventure film. (continues throughout September but merges with moving image)
September	Introduction to Still and Moving Image	Codes and conventions of Movie Posters (Action Adventure)  Designing own posters  Analysing a range of movie clips using media specific terminology.  Understanding the mark scheme	V: Analysing advertising campaigns A: Listening to and sharing ideas in groups, listening to teacher feedback (movie posters) R: reading academic articles and brand information, reading the mark scheme K: producing powerpoint presentations	Semiological Studies  How can we read (analyse) images?  What media specific terminology should we use?  How does this type of analysis related to the key media concepts?
October	Introducing the Close Study Projects (CSPs)	<i>Advertising Print and Broadcasting</i>  Marketing and Promotion  Gender change	V: using language of semiology A: Groups presentations R: Understanding brand identity (KC: Institutions) and values (Context) K: producing own campaign together with planning material	Refers directly to Case study on OMO advert (Magazine) and TV chocolate advert.  Key Concepts: Media Language (Codes and Conventions) Representation of gender (Representation)

		Changing contexts - values and ideology		<p>How have gender representations changed and why?</p> <p>What do you understand about the importance of branding to marketing?</p> <p>Final assessment is formal - exam questions.</p>
November	<p>CSP 2 Music Industry</p> <p>Key Concepts: Institution and Audience</p>	<p>Prep for Exam 1 on CSP's</p> <p>Independent Vs Mainstream production</p> <p>Audience Segmentation</p>	<p>V: understanding Global Media Production and concept of plurality</p> <p>A: listening to Indie vs Mainstream videos, discussing feedback</p> <p>R: reading different types of copy and about concept of plurality, oligopoly</p> <p>K: using filming and editing technology</p>	<p>What is meant by the following terms:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Demographics</li> <li>• Psychographics</li> <li>• Niche marketing</li> <li>• Target Audience</li> </ul>
December	<p>CSP 3 Print: Magazine Industry</p> <p>Key Concepts - Representation Institution</p>	<p>Technology change and trad vs traditional media (media platforms)</p> <p>Changing Representation of teens</p>	<p>V: Analysing graphs and tables to understand changing face of the media industries</p> <p>A: listening to video on media theory related to changing gender</p> <p>R: reading articles, annotating academic articles</p> <p>K: choosing what to include in research and planning portfolio, giving reasons</p>	<p>How has technology changed media production?</p> <p>What has the impact of social media been on marketing and consumption?</p> <p>How has the notion of identity changed in relation to teenagers?</p> <p>Mock Exam question ' formal assessment.</p>
January	CSP 4 - TV Sci fi	Watching two episodes and	V: watching, analysing and evaluating TV Shows (semiology)	<p>What are the codes and conventions of sci fi?</p> <p>How has tech changed production?</p>

	<p>All four Key Concepts</p> <p>Dr. Who (1960's) Class (Current)</p> <p>Likely to go into February.</p>	<p>comparing in terms of media language</p> <p>Focusing on gender representation - changing contexts - female (central characters)</p> <p>Changing Production Values and tech changes</p>	<p>A: listening to TV shows and concentrating on the technical codes of sound production</p> <p>R: reading academic articles on gender and changing social context + exemplar A* analysis on media language</p> <p>K: key media vocabulary related to all key concepts</p>	<p>Gender changes as values and ideology change - why?</p> <p>Exam questions - formal assessment</p>
February	<p>Finishing Sci Fi CSP</p> <p>+</p> <p>Intro to Practical:</p> <p>Research and Planning a blog</p>	<p>Codes and conventions of blogs</p> <p>Paired research on two different types of blog</p> <p>Sub-genres of blogs</p>	<p>V: watching a variety of web vlogs and identifying codes and conventions</p> <p>A: listening to video footage found on blog sites</p> <p>R: reading blogs and identifying target audience</p> <p>K: producing draft of original blog</p>	<p>What is a blog in terms of key codes and conventions?</p> <p>How do the blogs you have studied represent ...</p> <p>What are social influencers and how do they operate in terms of revenue streams?</p> <p>Who is the target audience for most of the top blogs?</p>
April	<p>CSP 5 - advertising</p>	<p>Writing potential exam questions</p> <p>Using the mark scheme and assessment objectives to inform revision</p>	<p>V: looking at model sketching and planning</p> <p>A: listening to oral feedback and in group discussions</p> <p>R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers</p>	<p>Exam style questions</p>



		Revision skills	K: drafting, sketching and planning skills for exam	
May	Exam revision	Exam practice	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Mock exam
June	Exam revision	Reading the pre-release exam info and conducting individual research	All work must be individual research according to exam regulations - students are at liberty to conduct this how they like.	GCSE exam





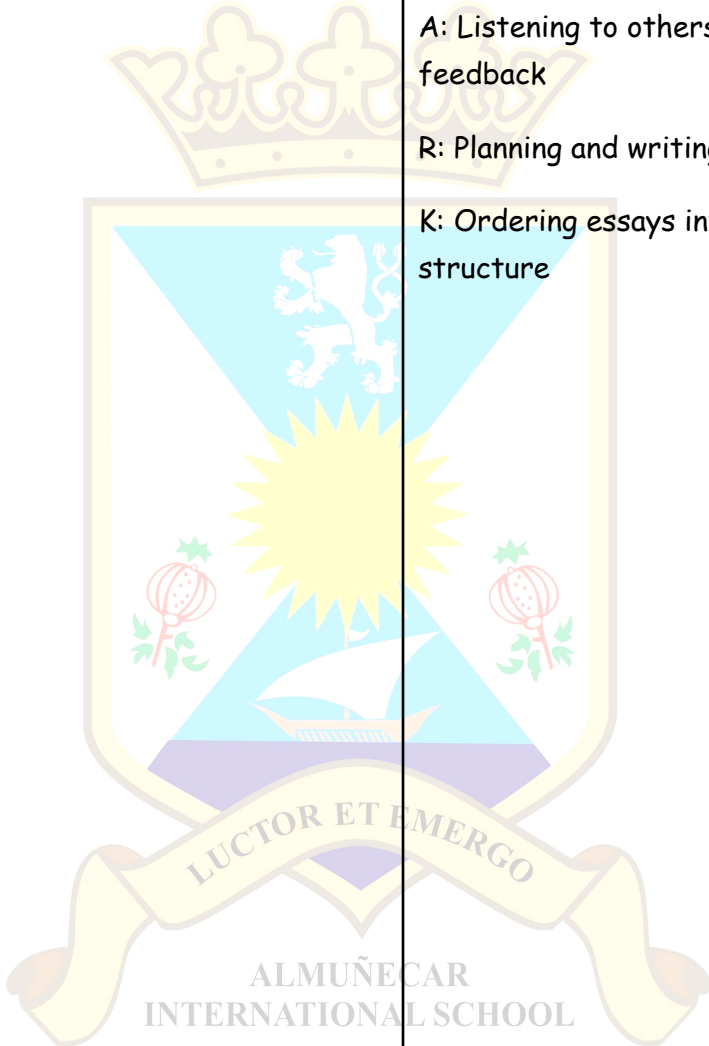
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<b>Subject: English Literature CIE 0992</b>	<b>Year 10</b>	<b>Teacher: Mrs Burrow</b>
<b>No. of lessons per week: 3</b>	<b>Date:</b>	<b>2024-25</b>

<b>Time scale (approx)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Term 1	<b>Novel - Introductory - Pride and Prejudice and Poetry</b>  1 - Introduction - Intro to Literature  2 -Research - Laws of Etiquette  3 - Introduction - Learning Unseen Skills  4 - Exploring the novel - close reading  5 - Exploding quotations - class reading and discussion.	Inference  Structuring paragraphs  Reading and inference  Identifying techniques  Interpretation  Drama	V: using book covers, artistic representations and historical sources to develop analysis and understand context  A: Listening to each other and the teacher read the novel. Listening to dramatic interpretations  R: Reading the novel and writing analytical responses  K: Using movement in drama to develop understanding.	Analytical paragraphs  <b>Analysis</b> - how can we explain the writers' techniques using the PEEL and PEEZ format?  Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)  <b>Vocabulary:</b> exploring a range of poetic devices

				Exploring a range of linguistic techniques used by the novel's author
Term 2	<p>Introduction to the play "Streetcar Named Desire"</p> <p>Students will explore the context of the play, learning about life in the Southern States of America.</p> <p>They will discuss what life is like in a multi-cultural society</p> <p>Students will learn about the characters and how they are portrayed in the play.</p> <p>We will also explore dramatic devices - looking at mise-en-scene and how Williams creates an interesting stage.</p>	<p>Analysis of characters, themes, settings, techniques</p> <p>Planning</p> <p>Writing and redrafting</p>	<p>V: Watching different film adaptations</p> <p>A: Listening to others' analyses</p> <p>R: Reading and proof/reading coursework. Reading literary criticism</p> <p>K: Planning using grids. Matching and ordering AOs</p>	<p>Analytical paragraphs</p> <p><b>Analysis</b> - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p><b>Vocabulary:</b> exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>

Term 3	<p><b>POETRY - Selected Poems</b></p> <p>1 - Readings and analysis of x3 more poems</p> <p><b>NOVEL - Recap of Pride and Prejudice</b></p> <p>1 - Continue reading the novel</p> <p>2 - Reading of the novel</p> <p>3 - Close analysis of extracts</p>	<p>Analysis</p> <p>Inference</p> <p>Identifying techniques</p>	<p>V: Watching and assessing others' acting. Watching film adaptations</p> <p>A: Listening to others read the script. Debating</p> <p>R: Making notes, reading the script</p> <p>K: Dramatic interpretations</p>	<p>Analytical paragraphs</p> <p><b>Analysis</b> - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p><b>Vocabulary:</b> exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>

<p>Term 4</p>	<p><b>POETRY - Selected poems continued</b></p> <p>1 - Readings and analysis of x3 more poems</p> <p><b>NOVEL - Pride and Prejudice</b></p> <p>1 - Continue reading the novel</p> <p>2 - Reading of the novel</p> <p>Unseen Extracts - Students will study a range of texts from poetry, prose and drama and learn to analyse them in terms of dramatic context, language, form and impact on the audience.</p>	<p>Writing effectively</p> <p>Using action points to improve writing</p>  <p>ALMUÑECAR INTERNATIONAL SCHOOL</p>	<p>V: Artistic interpretations and how costume and casting affect interpretation</p> <p>A: Listening to others give verbal feedback</p> <p>R: Planning and writing</p> <p>K: Ordering essays into coherent structure</p>	<p>Analytical paragraphs</p> <p><b>Analysis</b> - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p><b>Vocabulary:</b> exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>
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<p>Term 5</p>	<p><b>POETRY - Selected poems continued</b></p> <p>1 - Readings and analysis of final x3 poems (x15 in total now covered)</p> <p><b>NOVEL</b> - completed</p> <p><b>PLAY/DRAMA</b> - completed</p>	<p>Inference</p> <p>Interpretation</p> <p>Analysis</p> <p>Writing</p>  <p>ALMUÑECAR INTERNATIONAL SCHOOL</p>	<p>V: Finding images to represent lexical and semantic fields in poetry and prose.</p> <p>A: Listening to readings and dialogue</p> <p>R: Reading the text and analysing</p> <p>K: Building layered analysis. Interactive theatre.</p>	<p>Analytical paragraphs</p> <p><b>Analysis</b> - how can we explain the writers' techniques using the PEEL and PEEZ format?</p> <p>Point, Evidence, Explanation, Language/Structural analysis, (Zooming in)</p> <p><b>Vocabulary:</b> exploring a range of poetic devices</p> <p>Exploring a range of linguistic techniques used by the novel's author</p>
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Subject: <b>GCSE Mathematics</b> (Foundation/ Higher) AQA 8300	Year 10	Teachers: <b>Set 1 Mrs. Kate Reed (H only)</b> <b>Set 2 Ms. Clara Alderson (H &amp; F)</b>
No. of lessons per week: 5 Homework is set once or twice each week	Date: 2024-25	

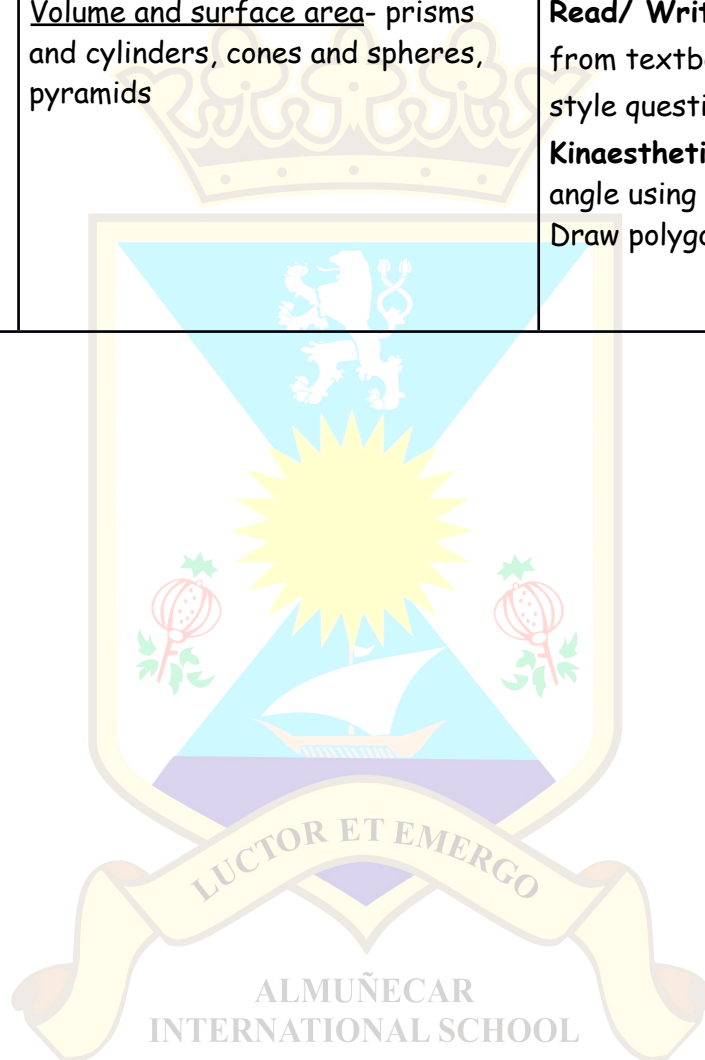
Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept	Number	<u>Working with integers</u> - basic calculations, order of operations, inverse operations <u>Properties of integers</u> - prime factors, multiples and factors <u>Percentages</u> - Percentage calculations, percentage change	<b>Visual:</b> Recognising prime number and factor from a list <b>Auditory:</b> Explanation of operations using the whiteboard <b>Read/ Write:</b> Exercises from textbooks and exam style questions <b>Kinaesthetic:</b> Using the calculator.	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed
Oct	Number  Algebra	<u>Fractions</u> - equivalent fractions, using the 4 operations, fractions of a quantity <u>Basic algebra</u> - notation, simplifying expressions, expanding brackets, factorising expressions, solving problems	<b>Visual:</b> Recognising different operations (brackets, fractions, decimal...) <b>Auditory:</b> Explanation of how operate algebraic expressions <b>Read/ Write:</b> Exercises	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate

			from textbooks and exam style questions <b>Kinaesthetic:</b> Using areas of room to represent parts of the brackets	amounts of work/ homework are completed Test on month's topics
Nov	Algebra  Ratio, proportion and Rates of change	<u>Basic algebra</u> - solving problems  <u>Units and Measurement</u> - Standard and compound units of measurement, maps, scale drawings and bearings	<b>Visual:</b> maps and scale drawings <b>Auditory:</b> Explanation on the whiteboard for the operations algebraic expressions <b>Read/ Write:</b> Exercises from textbook and exam style questions <b>Kinaesthetic:</b> Use of measuring equipment to measure the size of room	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on month's topics
Dec	Ratio, proportion and Rates of Change  Number	<u>Ratio</u> - introducing ratio, sharing in a given ratio, comparing ratios  <u>Working with decimals</u> - review of decimals and fractions, calculating with decimals, converting recurring decimals to exact fractions	<b>Visual:</b> Number line <b>Auditory:</b> Student explanations and peer criticism <b>Read/ Write:</b> Exercises from textbook and exam style questions <b>Kinaesthetic:</b> Activities to move along the number line	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on term's topics
Jan	Geometry and measures	<u>Properties of polygons and 3D objects</u> - Types of shapes,	<b>Visual:</b> Identify all the type of angles	Self marking of day to day exercises from textbook

		<p>symmetry, triangles, quadrilaterals, properties of 3D shapes</p> <p><u>Angles-</u> angle facts, parallel lines and angles, angles in triangles, angles in polygons</p>	<p><b>Auditory:</b> Properties showed and explained by teacher</p> <p><b>Read/ Write:</b> Exercises from textbook and exam style questions</p> <p><b>Kinaesthetic:</b> Use geometrical instruments to draw circles and polygons</p>	<p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Test on month's topics</p>
Feb	Geometry and measures	<p><u>Similarity-</u> similar triangles, enlargements, similar shapes and objects</p> <p><u>Construction and loci-</u> geometrical instruments, ruler and compass constructions, loci, applying skills</p>	<p><b>Visual:</b> Shapes of figures</p> <p><b>Auditory:</b> Process to construct shapes explained using whiteboard</p> <p><b>Read/ Write:</b> Exercises from textbook and exam style questions</p> <p><b>Kinaesthetic:</b> Use geometrical instruments to draw circles and polygons</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p>
Mar	Statistics and Probability	<p><u>Collecting, interpreting and representing data-</u> populations and samples, tables and charts, pie charts, cumulative frequency graphs, line graphs for time series data</p> <p><u>Basic Probability-</u> Review of probability concepts, working with</p>	<p><b>Visual:</b> Display the different ways to represent data</p> <p><b>Auditory:</b> Students listen to fellow students explain the key features and the difference between a variety of graphs</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate</p>

		probability	<b>Read/ Write:</b> Exercises from textbook and exam style questions <b>Kinaesthetic:</b> Use a ruler to draw tables and graphs.	amounts of work/ homework are completed
Apr	Number	<u>Directed Numbers</u> - Using the 4 operations <u>Rounding and Estimation</u> - Approximate values, approximation and estimation, limits of accuracy <u>Powers and Roots</u> - Index notation, laws of indices, working with powers and roots	<b>Visual:</b> Recognising square and cubes values in a table <b>Auditory:</b> Listen to explanations of peers on rounding to dp and sf <b>Read/ Write:</b> Exercises from textbook and exam style questions <b>Kinaesthetic:</b> Use the calculator (large version)	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on term's topics
May	Algebra	<u>Equations</u> - Linear, quadratic and simultaneous equations, using graphs to solve equations <u>Graphs of linear Functions</u> - plotting graphs, gradient and intercepts of straight line graphs, parallel lines, working with straight line graphs <u>Interpreting graphs</u> - graphs of real world contexts, gradients, areas under graphs	<b>Visual:</b> Interpret information of graphs <b>Auditory:</b> Listen to steps of solving equations and peer criticise <b>Read/ Write:</b> Exercises from textbook and exam style questions <b>Kinaesthetic:</b> Use rulers to draw graphs	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on month's topics
June	Geometry and Measures	<u>Perimeter</u> - simple and composite shapes, circumference of a circle, problems involving perimeter and	<b>Visual:</b> Recognise the different parts of polygons, circles, spheres	Self marking of day to day exercises from textbook

		<p>circumference</p> <p><u>Area</u>- polygons, circles and sectors, composite shapes</p> <p><u>Volume and surface area</u>- prisms and cylinders, cones and spheres, pyramids</p>	<p>and figures.</p> <p><b>Auditory:</b> Explanation using the whiteboard</p> <p><b>Read/ Write:</b> Exercises from textbook and exam style questions</p> <p><b>Kinaesthetic:</b> Measure angle using protractor- Draw polygons.</p>	<p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p><b>End of year test based on topics met so far at GCSE level</b></p>
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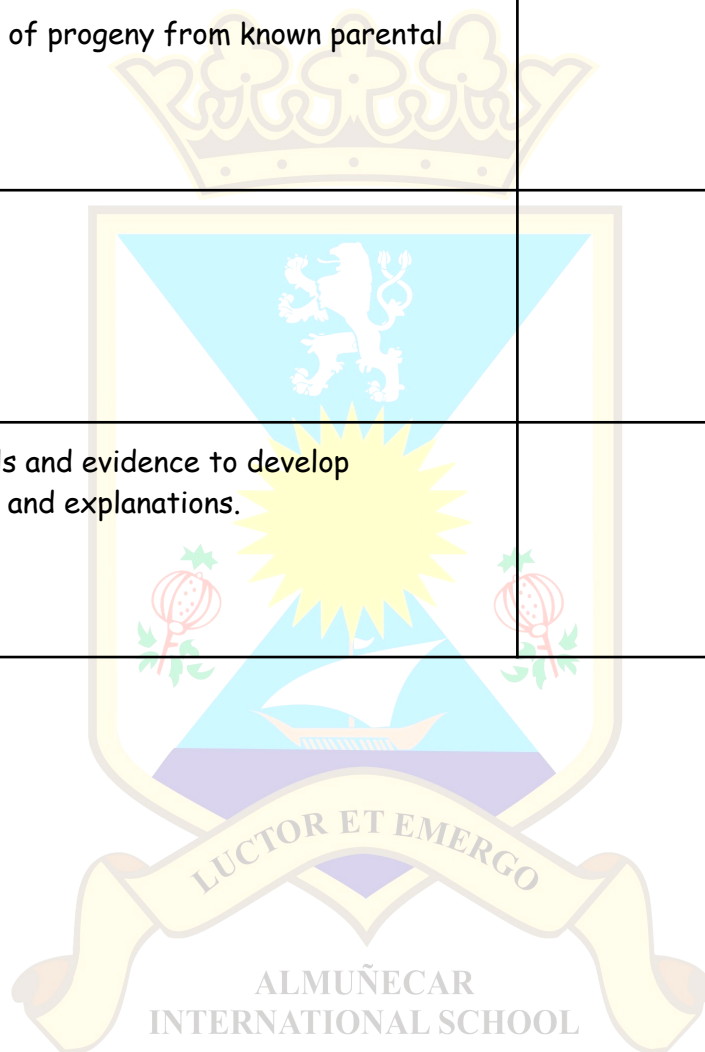
<b>Subject: Biology</b>	<b>Year 10</b>	<b>Teacher: Ana Trout</b>
<b>No. of lessons per week:2</b>	<b>Date:</b>	<b>2024-25</b>
<b>Pearson Edexcel International GCSE Biology (2017)</b>	<b>Specification link - <a href="#">click here</a></b>	

<b>Time scale (approx)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept Oct	Cells and simple cell transport.	Observation of cells under a microscope (V,K) Computer simulations of cells organelles and molecules. Making model cells Diffusion of ammonium hydroxide in a glass tube. Investigating temperature and diffusion of glucose through Visking tubing.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Nov	Tissues, organs and systems.	Organs of the digestive system and of the leaf.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Dec	Photosynthesis.	Investigate the need for chlorophyll with variegated leaves.		Weekly homeworks on each topic Observation of practical skills



		Examine starch grains in potato tuber tissue under the microscope. Investigate the effects of light temperature and CO <sub>2</sub> on photosynthesis using dataloggers. Computer simulations to model photosynthesis.		Contribution to class and group activities
Dec	<b>How science works</b>	Risk assessment, Variables, research and planning an investigation.		Biology controlled assessment of practical skills.
Jan	Organisms and their environment.	Analyse the measurement of abiotic factors and distribution of organisms. The study of hay infusions The use of sensors in a fieldwork context.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Feb	Proteins their functions and their use as enzymes.	Enzymes in washing powders investigated. The action of catalase on potato or celery. Plan and carry out an investigation into enzyme action varying temperature, pH and concentration.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Mar	Aerobic and anaerobic respiration	Respiration in yeast investigated. Effect of exercise on pulse, blood pressure and breathing rate. Investigating muscle fatigue using wall squats		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
April	<b>How science works</b>	Selecting and processing primary and secondary data. Analysing and interpreting primary and secondary data.		Assessment of Investigative Skills
April	Cell division and inheritance.	Observation of root tip squashes under the microscope. Models of DNA Extracting DNA from onions.		Weekly homeworks on each topic Observation of practical skills

				Contribution to class and group activities
May	Genetic variation and genetic diseases.	Working out genotypes of progeny from known parental types.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
June	Speciation	Examination of fossils.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
June	<b>How science works</b>	Use of scientific models and evidence to develop hypotheses, arguments and explanations.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of year examination



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<b>Subject:</b> Chemistry <a href="#">Edexcel International GCSE Chemistry (2017)   Pearson qualifications</a>	<b>Year 10</b>	<b>Teacher C Thomas</b>
<b>No. of lessons per week: 2</b>	<b>Date:</b> September 2021 2024-25 Examination June 2019 New syllabus for this date referred to.	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
	Overview	A topic that lends itself to practical work will be run alongside one that is more theory based. This gives the pupils a more frequent and regular exposure to practical work. Ideally, I would like them to take the practical examination rather than a written paper about practical work. This new syllabus refers to higher tier work as supplementary work rather than the previous extended. I would be aiming for all students in year 10 to be sitting the supplementary papers.	Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept and Oct	STATES OF MATTER , ATOMS ,ELEMENTS MIXTURES AND COMPOUNDS, PERIODIC TABLE AND CHEMICAL BONDING	Change of state , History and structure of the atom, distinguish elements mixtures and compounds using particle pictures, understand the layout of the periodic table , compare and contrast chemical bonding in ionic, covalent and metallic substances .	Practical work. Team work.	Twice every half term a formal test to be given on both topics. This is a composite test. Mini tests to be given frequently at the end of lessons. Practical challenges with rewards incentive.

				End of topic test. That is a test for Unit 3 and a separate test for unit 8.
Nov and Dec	STOICHIOMETRY	Chemical symbols, chemical formulae, balancing equations. Mole concept and chemical calculations	VARK	See september.
Jan Feb	EXPERIMENTAL TECHNIQUES  GROUP 1 (alkali metals) - I GROUP 7 (halogens) GROUP 0 {noble gases} GASES IN THE ATMOSPHERE REACTIVITY SERIES  EXTRACTION AND USES OF METALS	Measurement, purity and purification  Chemical reactions of Group 1, 7 and 0  Greenhouse gases, and pollution Comparing reactivity of metals with air, acids and water Extraction of metals such as iron and its uses	VARK	See Sept.
Marc h and April	SALTS (Acids, alkalis and titrations ]	Preparation of salts by neutralisation reactions and chemical calculations	VARK	See Sept.
May and June	REVIEW OF TOPICS	Decide whether to consolidate work done so far or to move on to one of the next modules,		End of year exam.

Year 10 2024-25 [Contents](#)Physics: See plan below for Physics ([Edexcel IGCSE \(9-1\)](#) - 4PH1)

<b>Subject:</b> Physics	<b>Year 10</b>	<b>Teacher:</b> Jose Antonio Garciolo Garcia
<b>No. of lessons per week:</b> 2	<b>Date:</b>	2024-25

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc
September/ October/ November	<b>Topic 1: forces and Motion</b> <ul style="list-style-type: none"> <li>Understanding speed, velocity, acceleration,</li> <li>Forces. And Newton's laws, momentum,</li> <li>Hooke's law, springs, elasticity</li> </ul>	Experiments, measurements, rearranging mathematical formula, creating graphs  Understanding keys physics concepts : conservation of momentum, Newton's laws	<b>Visual:</b> Reading scales of different instruments <b>Auditory:</b> Listening theoretical explanation <b>Read/Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class.	Exercises from workbook ch 1  Homework and exercises in class marked by students and checked by the teacher.  Experimental skills in class  Worksheet.
December/ January	<b>Topic 2 : Electricity</b> <ul style="list-style-type: none"> <li>Understanding, voltage, current, power</li> <li>How electricity is used in the home</li> <li>Analysing electric circuits and Kirchhoff's laws</li> </ul>	Experiments, measurements, rearranging mathematical formula, creating graphs  Understanding keys physics concepts : Conservation of energy, using key formulae to analyse electrical circuits	<b>Visual:</b> Reading scales of different instruments <b>Auditory:</b> Listening theoretical explanation <b>Read/Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class	Exercises from workbook ch 2  Homework and exercises in class marked by students and checked by the teacher.  Experimental skills in class  Worksheet.

	<ul style="list-style-type: none"> <li>Understanding static electricity and its uses</li> </ul>			
February / March	<b>Topic 3 : Waves</b> <ul style="list-style-type: none"> <li>Property of waves, Doppler effect</li> <li>Electromagnetic waves</li> <li>Property of light, reflection, refraction</li> <li>Measuring and analysing sound waves</li> </ul>	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding keys physics concepts : Property of waves, transmission of energy by waves, laws of reflection and refraction of light and how to understand light as a wave</p>	<p><b>Visual:</b> Reading scales of different instruments</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class,</p>	<p>Exercises from workbook ch 3</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class</p> <p>Worksheet.</p>
April / May June	<b>Topic 4 : Energy Resources</b> <ul style="list-style-type: none"> <li>Describe energy transfers</li> <li>Explain conduction, radiation, convection</li> <li>Relate work done and gravitational potential energy</li> <li>Describe types of electricity generation and advantages and disadvantages</li> </ul>	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding keys physics concepts : Heat is work and work is heat</p>	<p><b>Visual:</b> Reading scales of different instruments</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class,</p>	<p>Exercises from workbook ch 4</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class</p> <p>Worksheet.</p>



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<b>Subject:</b> History	<b>Year 10</b>	<b>Teacher:</b> Sherri Wilmo
<b>No. of lessons per week:</b> 3	<b>Date:</b>	2024-25

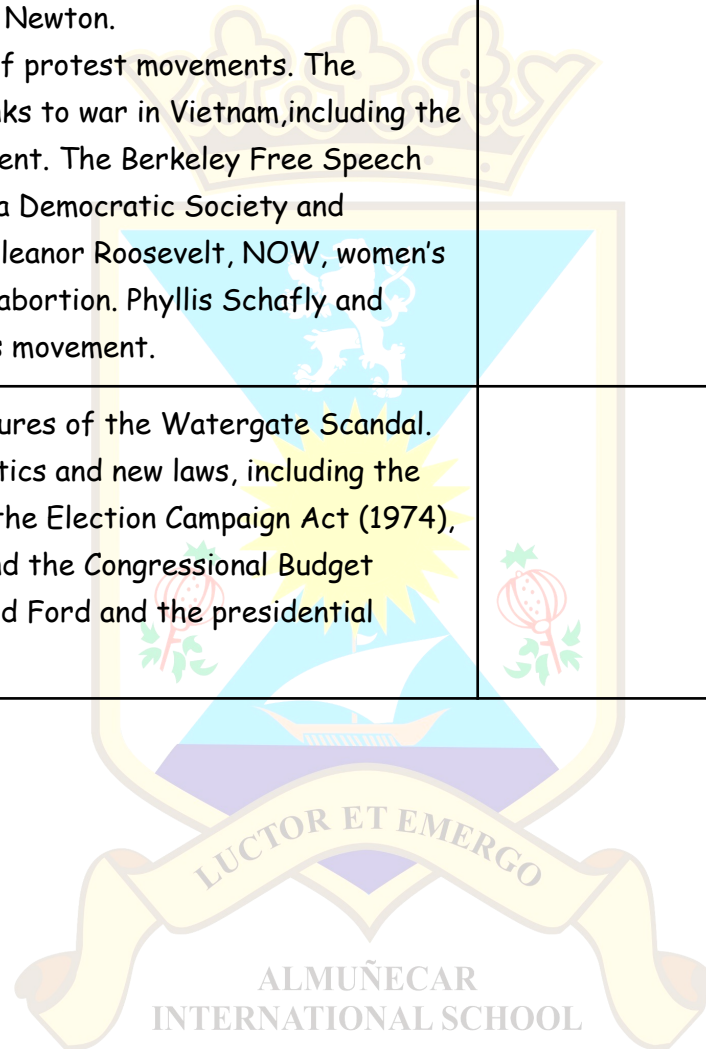
Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc. Pearson Edexcel
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	Continuous teacher / self and peer assessment of written work and discussions.
Term 1 - HT1 September	1 The French Revolution, c1780 - 99  1 The origins of the Revolution, c1780-87	The long-term causes: the influence of the Enlightenment, the impact in France of involvement in the American War of Independence, the Three Estates - their duties and privileges, the role of Louis XVI, the unpopularity of Marie Antoinette, the reasons for and extent of financial problems, policies of Necker, the problem of poor harvests.	Auditory : Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of of alternative media sources.  Read / Write: Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations.	Past Paper Questions  Mock exams - December
October	2 Short-term causes of the Revolution: from Assembly of	The short-term causes: the Assembly of Notables (1787), the policies of Calonne and Brienne and their consequences, the key events of 1789 and their causes and consequences, including the meeting of the Estates General, the Tennis Court Oath, the storming of the Bastille, the Grande Peur, the setting up of the National Assembly.	Visual: Using a variety of image-based resources including maps, tables	

	<p>Notables to Estates General, 1787-89</p> <p>3 Developments 1789-92</p>	<p>Changes brought about by the Constituent Assembly (1789-91), the flight to Varennes and its impact, the roles of the Sans Culottes, Girondins and Jacobins, the Legislative Assembly (1791-92), the declaration of war on Austria and Prussia and its impact, the reasons for the coup of August 1792 and the setting up of the National Convention.</p>	<p>and graphs. Student's use of TV and radio to be aware of current issues.</p> <p>Kinaesthetic: External Investigations</p>	
HT2 November	<p>4 Convention and Terror, 1792-94</p>	<p>The National Convention, the Edict of Fraternity, the trial and execution of Louis XVI, the work of the Committee of Public Safety, the elimination of the Girondins, the role of Robespierre, the reason for and impact of the Terror.</p>		
December	<p>5 Directory and First Consul - the fall of Robespierre to the rise of Napoleon, 1794-99</p>	<p>Reasons for Robespierre's downfall and execution. The Thermidorian Reaction, the White Terror; the setting up of the Directory, its limitations and achievements, the royalist challenge and the coup of 18 Fructidor, the reasons for the fall of the Directory; Napoleon Bonaparte named "First Consul", achievements of the Revolution in France (1789-99).</p>		
Term 2 - HT3 January	<p>5 Dictatorship and conflict in the USSR, 1924 - 53</p>	<p>The rivals for the leadership, including Stalin, Trotsky, Kamenev, Bukharin and Zinoviev. Strengths and weaknesses of Stalin and Trotsky. Stalin's steps to power (1924-29), his emergence as leader of the USSR and the reasons for his success. Stalin's economic aims. Reasons for industrialisation, including the failings of the NEP. The nature of industrialisation, including Gosplan, the first three</p>		

	<p>1 The leadership struggle, 1924-29</p> <p>2 Five-year Plans and collectivisation</p>	<p>Five-year Plans, Stakhanovites. Success and failures of industrialisation. Reasons for and nature of collectivisation (1928). Kolkhoz and Motor Tractor Stations. Opposition of and removal of kulaks. Success and failures of collectivisation, including the Great Famine (1932-33).</p>		
February	<p>3 Purges, show trials, the cult of Stalin and the revision of history</p> <p>4 Life in the Soviet Union, 1924-41</p>	<p>Reasons for purges, including the murder of Kirov. Key features of the purges of the 1930s. Control of the populace, including the roles of Yezhov, the NKVD and the gulags. The conditions in the gulags. Reasons for and features of the Moscow Show Trials (1936-38). Purges of the armed forces. Impact of the purges on the Soviet Union.</p> <p>Reasons for and methods of the cult of personality. Censorship, propaganda, 'socialist realism', control of education and the Soviet interpretation of history. Effects of Stalin's policies on living and working conditions in town and countryside. The differing experiences of social groups. Changes in family life and employment and in the political position of women. Changes in education. Reasons for, and features of, the persecution of ethnic minorities.</p>		
HT4 March	<p>5 The Second World</p>	<p>The reasons for and extent of Soviet setbacks (1941-42), and the reasons for the survival of the USSR and success in driving back the German invasion,</p>		

	War and after, 1941-53	including war production. The significance of Stalingrad. Post-war recovery and the Fourth Five-year Plan. Stalin's popularity. Post-war purges. The strength of the USSR on the death of Stalin in 1953 and the impact of his period in power.		
Term 3 - Geography Studies  HT5 April	7 A divided Union: Civil Rights in the USA, 1945 - 74  1 The Red Scare and McCarthyism 2 Civil rights in the 1950s	Reasons for the Red Scare, including the Cold War (1945-50), Hiss and Rosenberg cases, the FBI, the HUAC and the Hollywood Ten. Methods used by McCarthy and the growth of opposition. Reasons for his downfall. Overall impact of McCarthyism on the USA. Segregation and discrimination. The influence of the Supreme Court and Congress. The importance of Brown v Board of Education of Topeka (1954), death of Emmett Till (1955) and the key events and significance of the Montgomery Bus Boycott (1955-56) and Little Rock (1957). The significance of the Civil Rights Act, 1957. Revival of the Ku Klux Klan (KKK).		
May	3 The impact of civil rights protests, 1960-74 4 Other protest	Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham Campaign, the Washington March and the 'Dream' speech. The Mississippi Freedom Summer. The impact of protest on civil rights legislation of the 1960s. Selma and voting rights. The Nation of Islam and the work of Malcolm X. Reasons for the growth of Black Power and its impact,		

	movements: students, women, anti-Vietnam	including the 1968 Olympics; the influence of Stokely Carmichael. The impact of race riots especially in the Watts District. The Black Panther movement and the roles of Bobby Seale and Huey Newton. Reasons for the growth of protest movements. The student movement and links to war in Vietnam, including the anti-Vietnam War movement. The Berkeley Free Speech movement. Students for a Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement and abortion. Phyllis Schlafly and opposition to the women's movement.		
June	5 Nixon and Watergate	Reasons for and key features of the Watergate Scandal. Impact on Nixon, US politics and new laws, including the War Powers Act (1973), the Election Campaign Act (1974), the Privacy Act (1974) and the Congressional Budget Control Act (1974); Gerald Ford and the presidential pardon		





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<b>Subject:</b> Spanish Lengua	<b>Year 10</b>	<b>Teacher:</b> Carmen Jimenez
<b>No. of lessons per week:</b> 4	<b>Date:</b> 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1º Trimestre 6-9-21 al 23-12-21	Tema 1. León.  Tema 2. El reino perdido.  Tema 3. Escribir es...  Tema 4. Vidas paralelas	<p><b>Lectura:</b> "El regreso del Joven Príncipe", Alejandro G. Roemmers, "En el corazón del bosque", John Boyne, "Desierto", G. Le Clézio, "Pasión lectora", Clara Sánchez.</p> <p><b>Literatura:</b> Los géneros y subgéneros literarios, la lírica primitiva y épica de la Edad Media, La lírica culta en la Edad Media, la prosa y el teatro.</p> <p><b>Gramática:</b> el origen de las lenguas de España, el enunciado, la oración y el sintagma, el sintagma adjetival y el sintagma adverbial</p> <p><b>Ortografía:</b> Acentuación de diptongos, triptongos e hiatos, la tilde diacrítica, la acentuación de extranjerismos y palabras compuestas, los nombres propios</p>	<p>Teaching &amp; Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b></p> <p><b>Visual, Auditory, Read / Write,</b></p>	<p><b>Criterios de evaluación</b></p> <p><b>Calificación</b></p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <ul style="list-style-type: none"> <li>• <b>40% DE LOS EXÁMENES DE CADA UNIDAD</b></li> <li>• <b>20% LECTURA TRIMESTRAL</b></li> <li>• <b>10% CUADERNO</b></li> <li>• <b>30%:</b> <ul style="list-style-type: none"> <li>• Actitud-participación</li> <li>• Comportamiento</li> <li>• Actividades de clase / Deberes</li> </ul> </li> </ul>
2º Trimestre	Tema 5. El mundo necesita oír su voz.  Tema 6. Si Garcilaso volviera.	<p><b>Lectura:</b> "50 estampas de la historia de España", Juan Eslava, "Y entonces sucedió algo maravilloso", Sonia Ladero, "El autor se explica", José Saramago, "Una pequeña historia de la ciencia", William Bynum.</p>	<b>Visual, Auditory, Read / Write,</b>	



10-1-22 al 8-4-22	<p>Tema 7. El cantar más bello.</p> <p>Tema 8. Las letras de la literatura.</p>	<p><b>Literatura:</b> <i>La Celestina</i>, la poesía amorosa en el primer Renacimiento, la lírica en el segundo Renacimiento, la prosa y el teatro renacentista.</p> <p><b>Gramática:</b> el sintagma nominal sujeto, el sintagma verbal predicado, los complementos verbales, el texto y sus propiedades.</p> <p><b>Ortografía:</b> la letra b y la v, la letra g y la j, la letra h, el dígrafo ll y la letra y.</p>		
3º Trimestre 18-4-22 al 23-6-22	<p>Tema 9. La princesa Dorotea.</p> <p>Tema 10. Amor, déjame.</p> <p>Tema 11. La cabriola desconocida.</p>	<p><b>Lectura:</b> "Muerte accidental de un anarquista", Dario Fo, "Los siete pecados capitales del mal comunicar", Manuel Campo Vidal, "El esfuerzo diario de cuatro niños por aprender", Olga R. Sanmartín</p> <p><b>Literatura:</b> Miguel de Cervantes, la poesía del Barroco, la prosa del Barroco y el teatro del Barroco.</p> <p><b>Gramática:</b> la descripción, la narración y el diálogo, la exposición y la argumentación, <b>Ortografía:</b> los signos de puntuación I y II, las palabras juntas o separadas I y II.</p>	Visual, Auditory, Read / Write,	

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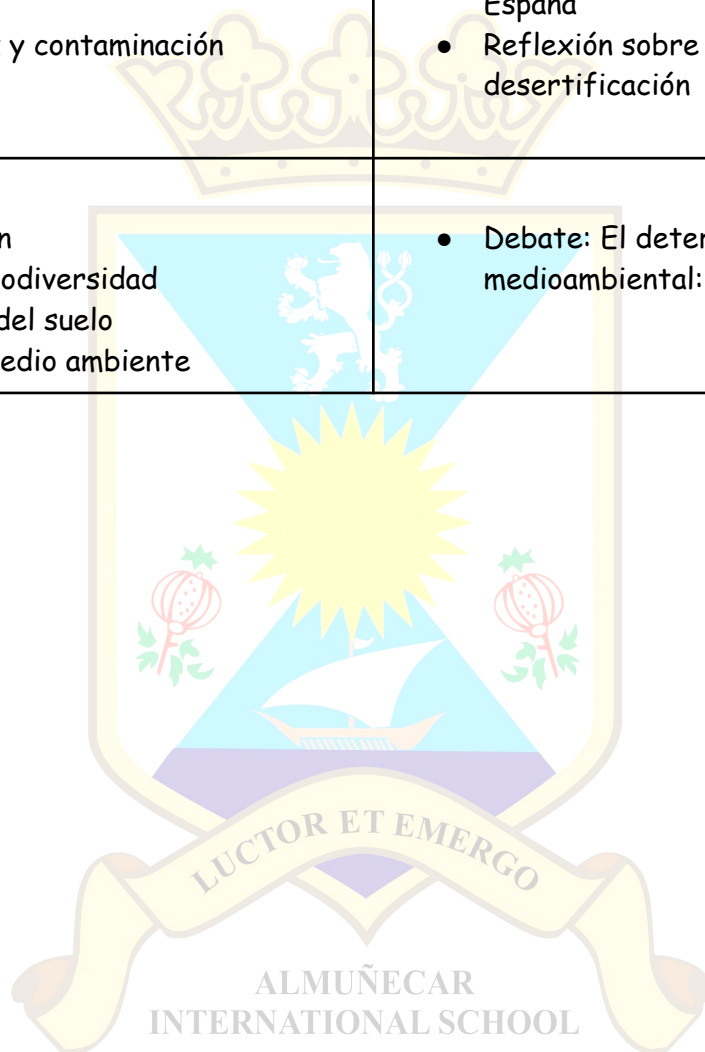
<b>Subject: Sociales</b>	<b>Year 10</b>	<b>Teacher: Manuel Galiana</b>
<b>No. of lessons per week: 3</b>	<b>Date: 2024-25</b>	

<b>Time scale (approx )</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
Aprox. 1 unidad al mes			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	En cada unidad se realizará una serie de ejercicios, tanto de aquellos que aparecen en el libro de texto, como de otros indicados por el profesor. A ellos se debe añadir la realización de esquemas o resolución de preguntas sobre los videos o imágenes que vayan apareciendo a lo largo de la explicación.
Septiembre	1. EL MUNDO, UNA ECONOMÍA GLOBALIZADA	<ul style="list-style-type: none"> <li>La actividad económica</li> <li>Agentes económicos y factores productivos</li> <li>La economía actual: la globalización</li> <li>¿Qué factores favorecen la globalización?</li> <li>Los efectos de la globalización</li> <li>El auge de las economías emergentes</li> <li>El deterioro de las potencias tradicionales</li> <li>Los retos del trabajo en el mundo global</li> </ul>	<ul style="list-style-type: none"> <li>Realización de Kahoot!</li> <li>Elaboración de un presupuesto personal</li> <li>Analizar el riesgo de la pobreza en el trabajo</li> <li>Lectura: China, la economía más dinámica</li> <li>El desempleo juvenil y la economía sumergida en el mundo</li> <li>Derechos de los consumidores</li> </ul>	
Octubre	2. EL SECTOR PRIMARIO	<ul style="list-style-type: none"> <li>El sector primario en nuestros días</li> <li>El paisaje agrario</li> <li>Los elementos humanos del paisaje agrario</li> <li>La agricultura de las regiones desarrolladas</li> <li>La agricultura de las regiones en desarrollo</li> <li>La ganadería</li> <li>La pesca</li> <li>El sector primario en la Unión Europea</li> </ul>	<ul style="list-style-type: none"> <li>Realización de Kahoot!</li> <li>Interpretación del mapamundi de los usos del suelo agrario</li> <li>Análisis de avanzadas técnicas de cultivo</li> <li>Interpretación de un mapa topográfico</li> </ul>	En cada una de las unidades pueden tratarse aspectos de los temas de investigación (individuales o de grupo) que deben realizar los alumnos para el final del trimestre.

		<ul style="list-style-type: none"> <li>El sector primario en España</li> <li>El sector primario en Andalucía</li> <li>Los paisajes agrarios españoles</li> </ul>	<ul style="list-style-type: none"> <li>La almadraba: ¿producción pesquera o patrimonio?</li> </ul>	<p>En cada trimestre, el alumnado deberá realizar un <u>trabajo de investigación</u> basado en los contenidos propuestos (individual o de grupo), que posteriormente será expuesto en clase.</p> <p>En cada una de las unidades didácticas 2-14 el alumnado realizará una serie de <u>tareas</u> basadas en los contenidos tratados.</p> <p>Al final de cada unidad se realizará una <u>prueba objetiva</u>. Si el alumno no supera la prueba escrita o la recuperaciones, con 5 puntos sobre 10, tendrá una nueva posibilidad en la evaluación extraordinaria.</p>
Noviembre	3. SECTOR SECUNDARIO	<ul style="list-style-type: none"> <li>La explotación de los recursos naturales :la minería.</li> <li>Las fuentes de energía</li> <li>Energías no renovables</li> <li>Energías renovables</li> <li>Nacimiento y desarrollo de la industria</li> <li>Los rasgos del sistema industrial actual</li> <li>Nuevos factores de localización industrial</li> <li>El proceso de deslocalización</li> <li>Las potencias industriales</li> <li>El sector secundario en la U.E.</li> <li>Minería, energía e industria en España</li> <li>El sector secundario en Andalucía</li> </ul>	<ul style="list-style-type: none"> <li>Realización de Kahoot!</li> <li>Interpretación de un mapa de las principales zonas productoras y consumidoras de energía</li> <li>Análisis de un paisaje industrial</li> <li>El equilibrio entre industria y medio ambiente</li> <li>Debate: Acabar con la pobreza energética</li> </ul>	
Diciembre	4. SECTOR TERCIARIO	<ul style="list-style-type: none"> <li>Las actividades de servicios</li> <li>El comercio: factores y tipos</li> <li>Un comercio mundial polarizado</li> <li>El transporte: funciones y redes</li> <li>El transporte terrestre</li> <li>El transporte naval</li> <li>El transporte aéreo</li> <li>El turismo</li> <li>Los flujos turísticos internacionales.</li> <li>Otros servicios</li> <li>El comercio y el transporte en España</li> <li>El sector terciario en Andalucía</li> </ul>	<ul style="list-style-type: none"> <li>Realización de Kahoot!</li> <li>Comparación de ejes comerciales en dos épocas</li> <li>Análisis de la accesibilidad de la red de transporte</li> <li>Debate: la evolución del turismo</li> <li>La importancia de los servicios públicos</li> <li>Analizar un lugar turístico</li> </ul>	
Enero	5. LA POBLACIÓN	<ul style="list-style-type: none"> <li>El estudio de la población</li> <li>La evolución de la población mundial</li> </ul>	<ul style="list-style-type: none"> <li>Realización de Kahoot!</li> </ul>	

		<ul style="list-style-type: none"> <li>• Un mundo cada vez más envejecido</li> <li>• Las migraciones: factores y tendencias</li> <li>• Las migraciones: origen y destino</li> <li>• La diversidad demográfica de Europa</li> <li>• Tendencias demográficas en España</li> <li>• La población andaluza</li> </ul>	<ul style="list-style-type: none"> <li>• Elaboración e interpretación de una pirámide de población</li> <li>• Elaboración de mapas conceptuales</li> <li>• Debate: inmigración.</li> <li>• Análisis de los desequilibrios internos mediante mapas y datos</li> </ul>	
Febrero	6. GEOPOLÍTICA	<ul style="list-style-type: none"> <li>• Los Estados actuales</li> <li>• Los Estados según su organización política</li> <li>• Los Estados según su organización territorial</li> <li>• La Unión Europea hoy y sus retos de futuro</li> <li>• El Estado español</li> <li>• Las Comunidades Autónomas: contrastes territoriales</li> <li>• La Comunidad Autónoma de Andalucía</li> </ul>	<ul style="list-style-type: none"> <li>• Realización de Kahoot!</li> <li>• Analizar el Estado del Bienestar en España</li> <li>• Debate: ¿Son las redes sociales los nuevos medios de movilización política?</li> <li>• World Factbook</li> </ul>	
Marzo	7. COOPERACIÓN PARA LA PAZ	<ul style="list-style-type: none"> <li>• La cooperación entre los Estados.</li> <li>• Los conflictos entre Estados</li> <li>• Un ejemplo de cooperación: la UE</li> </ul>	<ul style="list-style-type: none"> <li>• Retos y conflictos del siglo XXI</li> </ul>	
Abril	8. EL RETO DEL DESARROLLO	<ul style="list-style-type: none"> <li>• Los países según su desarrollo</li> <li>• Causas del atraso económico</li> <li>• La pobreza extrema y el hambre</li> <li>• Las desigualdades de salud y bienestar</li> <li>• Las desigualdades económicas</li> <li>• Las desigualdades sociales</li> <li>• Cómo avanzar en el desarrollo</li> <li>• Pobreza y desarrollo en España</li> </ul>	<ul style="list-style-type: none"> <li>• Realización de Kahoot!</li> <li>• Clasificación de un país en función de su desarrollo humano</li> <li>• Comparación de dos países: España y Camerún</li> <li>• Debate : ¿Africa despegando?</li> </ul>	

Mayo	9. LA SOSTENIBILIDAD MEDIOAMBIENTAL	<ul style="list-style-type: none"> <li>• Deterioro ambiental y nacimiento de la conciencia verde</li> <li>• La contaminación atmosférica y el cambio climático</li> <li>• El agua: escasez y contaminación</li> </ul>	<ul style="list-style-type: none"> <li>• Comparación de la huella ecológica</li> <li>• Los incendios forestales en España</li> <li>• Reflexión sobre la amenaza de desertificación</li> </ul>	
Junio	9. LA SOSTENIBILIDAD MEDIOAMBIENTAL	<ul style="list-style-type: none"> <li>• La deforestación</li> <li>• La pérdida de biodiversidad</li> <li>• La degradación del suelo</li> <li>• Andalucía y el medio ambiente</li> </ul>	<ul style="list-style-type: none"> <li>• Debate: El deterioro medioambiental: Brasil</li> </ul>	





Year 10 2024-25 [Contents](#)

<b>Subject:</b> French	<b>Year 10</b>	<b>Teacher:</b> VBernard
<b>No. of lessons per week:</b> 3	<b>Date:</b>	2024-25

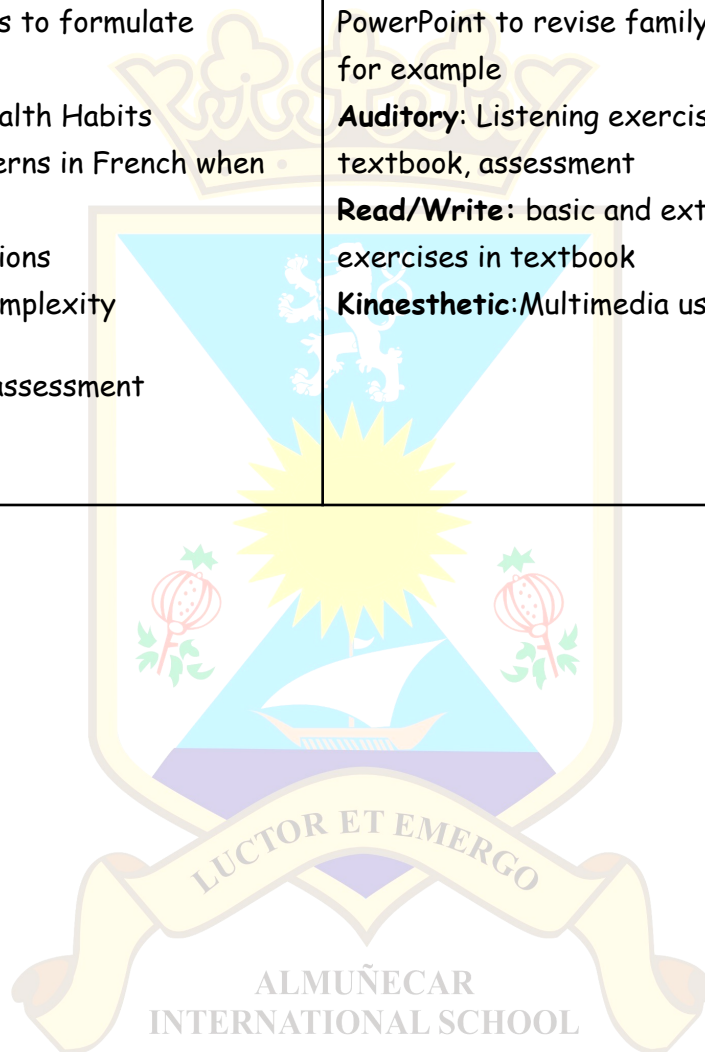
<b>Time scale (approx)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
		<b>Teaching &amp; Learning Styles (VARK):</b> <b>In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.</b> <b>e.g</b> <b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> Listening exercises, drilling from teacher. <b>Read/Write:</b> Included in textbook practice and part of MFL assessment <b>Kinaesthetic:</b> Acting up transitional language, miming for new words, thinking skills exercises  <b>VARK also included in the use of digital textbook and interactive exercises from Kerboodle</b>		
Sept/Oct	1.Me,my family and friends	Talking about getting on with others; Ignoring words which are not needed Describing family and friends; Using cognates and near-cognates Talking about future relationships; Understanding near-cognates when Discussing future relationship choices)	<b>Teaching &amp; Learning Styles (VARK):</b>  <b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example <b>Auditory:</b> Listening exercises in textbook, assessment <b>Read/Write:</b> basic and extended exercises in textbook	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback



			<b>Kinaesthetic:</b> Multimedia use, writing and acting up a talk show session to be filmed.	
November	2.Technology in everyday life	<p>Talking about the uses of social media</p> <p>Coping strategies</p> <p>Discussing pros and cons of social media</p> <p>Pronunciation of verb endings</p> <p>Discussing the uses of mobile technology</p> <p>Building your speaking and writing skills</p> <p>Discussing the benefits and dangers of mobile technology</p> <p>Collecting useful phrases</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p><b>Visual:</b> use of pictures/videos and PowerPoint</p> <p><b>Auditory:</b> Listening exercises in textbook assessment</p> <p><b>Read/Write:</b> basic and extended exercises in textbook/book software</p> <p><b>Kinaesthetic:</b>Multimedia use</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
December /January	3. Free time	<p>Describing free-time activities in the past</p> <p>Adding opinions to produce more complex sentences</p> <p>Talking about leisure activities</p> <p>Making use of grammatical markers</p> <p>Talking about different cuisines and eating out</p> <p>Listening for detail</p> <p>Discussing world food and eating habits</p> <p>Translation strategies</p> <p>Talking about sports you love</p> <p>Developing sentences using quand, lorsque and si</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p><b>Visual:</b> use of pictures/videos and PowerPoint</p> <p><b>Auditory:</b> Listening exercises in textbook assessment</p> <p><b>Read/Write:</b> basic and extended exercises in textbook/book software</p> <p><b>Kinaesthetic:</b>Describing, making and bringing your favourite world food dish</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>

		Using common patterns between French and English when reading Discussing new sports and taking risks in sports Structuring a debate	Multimedia use-Powerpoint presentation of an Extreme sport of their choice	
February	4.Customs and festivals	Talking about how we celebrate Discussing what traditions mean to you Describing international festivals; Making use of social and cultural context when reading Describing an event Developing knowledge of French- speaking countries	Teaching & Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint <b>Auditory:</b> Listening exercises in textbook assessment <b>Read/Write:</b> basic and extended exercises in textbook/book software <b>Kinaesthetic:</b> Multimedia use.	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening
March/April	5.Home, town, neighbourhood and region	Describing your home; Recognising key topic words in reading and listening tasks Describing your ideal home; Building longer sentences Describing what a town is like and what there is to see / do; Simplification and paraphrasing Describing a region ;Using intensifiers	Teaching & Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example <b>Auditory:</b> Listening exercises in textbook, assessment <b>Read/Write:</b> basic and extended exercises in textbook <b>Kinaesthetic:</b> Multimedia use; Magazine page news about Usain Bolt house; Finding your French twin town	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening

May/June Ja	6.Social issues	<p>Describing charity work</p> <p>Using verbal context when listening</p> <p>Understanding the importance of charities</p> <p>Using questions and texts to formulate answers</p> <p>Comparing old and new health Habits</p> <p>Recognising common patterns in French when listening</p> <p>Describing health resolutions</p> <p>Using negatives to add complexity</p> <p>Catch up sessions</p> <p>Revision for end of year assessment</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p><b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example</p> <p><b>Auditory:</b> Listening exercises in textbook, assessment</p> <p><b>Read/Write:</b> basic and extended exercises in textbook</p> <p><b>Kinaesthetic:</b> Multimedia use</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.</p> <p>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>This chapter: focus on reading and listening</p> <p>Exam papers practice</p> <p>End of year assessment</p>
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<b>Subject:</b> German AQA 8668	<b>Year 10</b>	<b>Teacher:</b> Victoria Bautista Lenkeit
<b>No. of lessons per week:</b> 3	<b>Date:</b> 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
About 4-6 weeks for one unit  Revision of grammar / skills as and when necessary  Past paper practice (topic related - skills related)		<b>Teaching &amp; Learning Styles (VARK): Visual / Auditory / Read / Write / Kinaesthetic:</b> Modern Foreign Languages teaching and learning requires activities providing for these four learning styles in every lesson. E.g.: Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, listening to class-mates, drilling from teacher Read/Write: Included in textbook practice and part of MFL assessment, past papers Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises		
Sept / Oct	Unit 1 Me, my family and friends	Talking and writing about yourself, your family and describing people;  Talking about relationships with family and friends Talking about marriage and partnership Sharing your views on marriage	Reading, listening, speaking and writing exercises;  Presenting own family;	Presentations - written pieces of work Exercise books Vocabulary test
Nov	Unit 2 Technology in everyday life	Talking about social networks Talking about social media Talking about using mobile phones and technology-advantages and disadvantages	Reading, listening, speaking and writing exercises;	Written pieces of work - presentations Exercise books Vocabulary test

Dec	Unit 3 Free Time Activities	Talking about music, cinema and TV Talking about what you eat and drink, at home and when eating out Talking about sports. Describing free time activities and preferences using modal verbs	Reading, listening, speaking and writing exercises;	Written pieces of work - presentations Exercise books Vocabulary test
Dec	Zeitschrift 1	Daily routine, family issues and the festivals of Christmas and New Year.	Revise language from the previous 3 topics Gain insight into aspects of life in the German-speaking world	Self study / homework
	Revision & Assessment	Prüfungsecke 1 Units 1 - 3	Consolidate learning by practising exam-style questions Listening: multiple choice Reading: match pictures with statements Speaking: role play A Writing: vocabulary task and short writing tasks	Reading, listening, speaking and writing tests / quizzes / end of units assessments
Jan / Feb	Unit 4 Custom and festivals	Talking about customs and traditions Talking about festivals in German-speaking countries Comparing festivals and traditions in Germany and other countries	Reading, listening, speaking and writing exercises; Video about German traditions	Written pieces of work - presentations Exercise books Vocabulary test ICT work



Marc h	Unit 5 Jobs	Describing different jobs Talking about work experience  Masculine and feminine job titles Subordinate clauses with <i>um...zu</i> Expressions of time to talk about future intent	Reading, listening, speaking and writing exercises;  Job Quiz	Written pieces of work - presentations Exercise books Vocabulary test ICT work
Marc h / April	Unit 6 ... and in the future ?	Talking about future plans Applying for a (part-time / summer) job  Future tense Adverbs to express probability Form questions	Reading, listening, speaking and writing exercises;	Written pieces of work - presentations Exercise books Vocabulary test ICT work
May / June	Zeitschrift 2	Travel to school and festivals associated with school in the German-speaking world	Revise language from the previous 3 topics Gain insight into aspects of life in the German-speaking world	Self study / homework
	Revision & Assessment	Prüfungsecke 2 Units 4-6 Consolidate learning by practising exam-style questions that cover the content of part 2	Listening: comprehension based on multiple choice and gap-fill task Reading: comprehension based on multiple-choice task Speaking: role play B and presentation Writing: vocabulary task and short writing tasks	Reading, listening, speaking and writing tests / quizzes / end of units assessments



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<b>Subject:</b> Art	<b>Year 10</b>	<b>Teacher:</b> Adrian Cortadi Rodriguez
<b>No. of lessons per week:</b> 3 <b>GCSE Art &amp; Design AQA spec 8202</b>	<b>Date:</b> 2024-25	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u> <u>Nov-Dec</u>	<p>Learn about the Assessment Objectives that students will be graded on.</p> <p>Learn how to develop an idea.</p> <p>How to experiment with an idea.</p> <p>How to use the work of other artists/designers to inspire.</p> <p>How to write about your work and how</p>	<p>- <b>Learn about what is expected</b> of an IGCSE art student. What the Coursework Book is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art.</p> <p>- <b>Observational drawing skills and techniques</b> to aid the assessment objectives. Pencil, Pen and wash, Oil pastels.</p> <p>- <b>How to look at relevant artists/designers</b> and how to learn from their work and techniques. Make links. Find out about techniques and subject matter. Practising their techniques by either copying sections of their work or applying to personal work.</p>	<p><b>Visual:</b> Suggested artists: <b>Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucian Freud, Morris Katz, Alex Katz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> key</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

	<p>to be critical in a way that promotes development. Skills for rendering final artworks successfully.</p>	<p>Combining all elements used this term and preparing for AO2.</p> <ul style="list-style-type: none"> <li>- <b>Taking an image and developing it</b> with different media and looking for combinations of media to produce good effects. Looking at different sections of the same image (abstracting)</li> <li>- <b>First-Hands Studies</b> from Primary Sources.</li> <li>- <b>'Secondary' images from research</b> into another culture, artist or artistic movement. Copies of artwork. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the artwork was made). in words and pictures how the work of this artist etc. can help you in your work.</li> <li>- <b>Ambitious 'finished' work.</b></li> <li>- <b>Evidence of continued development</b> of research as in previous weeks.</li> <li>- <b>An Evaluation</b> of the whole project.</li> </ul>	<p><b>vocabulary:</b> Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones, negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p><b>Kinaesthetic:</b> Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
		<p>- <b>Recap on what is expected</b> of an IGCSE art student.</p>	<p><b>Visual:</b> Suggested artists: <b>Edward Hopper, Richard Diebenkorn, John Virtue,</b></p>	<p>Observation, contribution and research. Sketchbooks, participation</p>

<p><u>Jan-</u> <u>Feb-Apr-Mar</u> <u>ch-June</u></p>	<p><b>PERSONAL PROJECT DEVELOPMEN T</b></p>	<ul style="list-style-type: none"> <li>- <b>What the Coursework Book is for</b> and how it should be put together.</li> <li>- <b>Continue planning and research</b> into the personal project topic.</li> <li>- <b>Photographs and drawings as research tools.</b> Coursework Book shows planning prep and understanding for a final work of art.</li> <li>- <b>Working on AO3 ( Assessment Objective 3 ).</b></li> <li>- <b>Experimenting with styles, techniques and materials</b></li> <li>- <b>Planning the prep. time for AO5.</b> Prep. studies, sketches.</li> </ul>	<p><b>Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canaletto, Charles Sheeler, Georgia O'Keeffe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert. Stanley Spencer, Carel Weight, Escher.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b> Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p><b>Kinaesthetic:</b></p>	<p>in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
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			Sketches, paintings, collages, computer aided art photo manipulation.	
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<b>Subject:</b> Business Studies	<b>Year 10</b>	<b>Teacher:</b> Miguel Angel Vera Ortega
<b>No. of lessons per week:</b> 3	<b>Date:</b> 2024-25	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts, skills that are taught for each topic are application, analysis and evaluation.	Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	This subject is examined by short answer questions, multiple choice, essays and case studies. Assessment will be a range of the above to make sure they are fully prepared.
September	What is a business Business objectives Types of organisations Classification of businesses	<p>Businesses can have several objectives: • financial aims and objectives - survival, profit, sales, market share, financial security • non-financial aims and objectives - social objectives, personal satisfaction, challenge, independence and control. Why business aims and objectives change as businesses evolve: • in response to market conditions, technology, performance, legislation, internal reasons.</p> <p>The main types of business ownership: • sole trader • partnerships • limited companies (private and public) • public corporations. Characteristics relating to size: • concepts of risk, ownership and limited liability • public corporations - reasons for and against public ownership • ownership, control, sources of finance, use of profits,</p>	Text book questions Short answers How to write essay answers Research businesses	Exam style questions

		<p>stakeholders and shareholders • appropriateness of different forms of ownership. Different forms of business organisation: • franchises • social enterprises • multinationals.</p> <p>Primary, secondary and tertiary activities: • primary sector - extracting raw materials from the earth • secondary sector - converting raw materials into finished or semi-finished goods • tertiary sector - provision of a wide variety of services.</p>		
October	<p>Decisions on location</p> <p>Business and the international economy</p> <p>Government objectives and policies</p> <p>External factors</p>	<p>The main factors influencing location decisions and relocation of a business: • proximity to market, labour, materials and competitors • nature of the business activity • the impact of the internet on location decisions - e-commerce and/or fixed premises • legal controls and trade blocs.</p> <p>Globalisation: • concept of globalisation • opportunities and threats of globalisation for businesses. The importance and growth of multinationals: • benefits of a business becoming a multinational • benefits to a country and/or economy where a multinational company is located • possible drawbacks to a country and/or economy where a multinational is located. Exchange rate calculation. The impact of exchange rate changes: • on international competitiveness • on importers and exporters.</p> <p>Government spending: • to provide public service • taxation and constraints on public spending. How governments can affect business activity: •</p>	<p>Mind maps</p> <p>Research</p> <p>Short answer questions &amp; essays</p>	Exam style questions

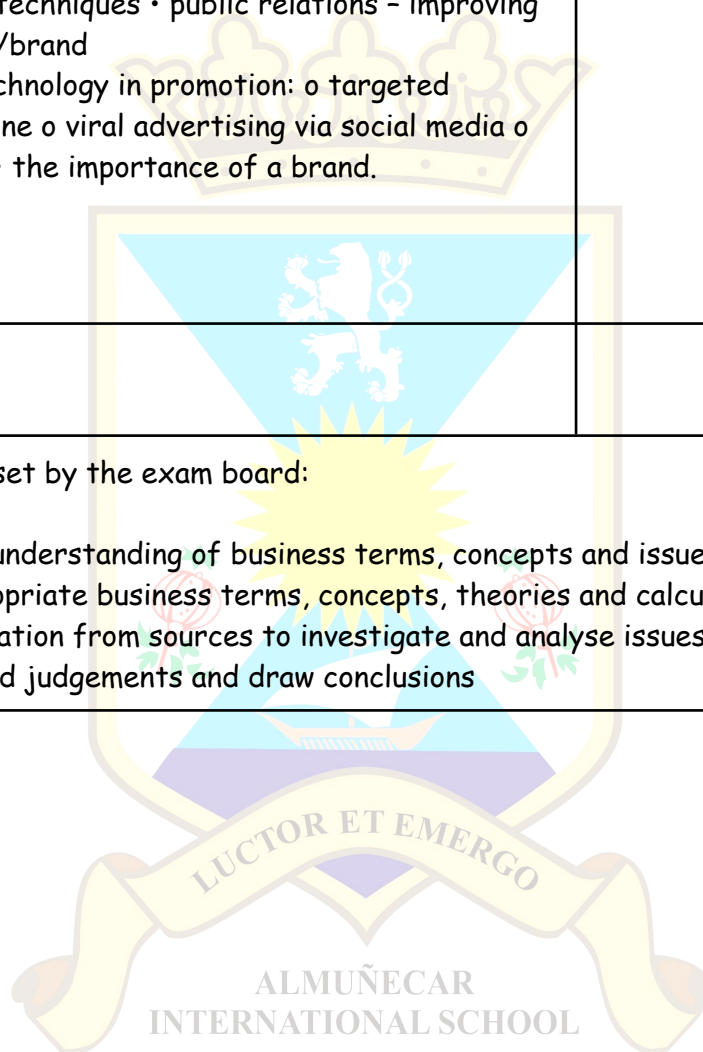


		<p>infrastructure provision • legislation • trade policy - membership of trading blocs, tariffs. The effect of interest rates on: • businesses • consumer spending.</p> <p>The external factors affecting business decisions: • social • technological • environmental • political.</p>		
November	<p>What makes a business successful?</p> <p>Internal and external communication</p> <p>Recruitment and selection process</p>	<p>Measuring success in business: • revenue • market share • customer satisfaction • profit • growth • owner/shareholder satisfaction • employee satisfaction.</p> <p>Reasons for business failure: • cash flow problems/lack of finance • not competitive • failure to adapt to changes in the market.</p> <p>Importance of good communication and the problems of ineffective communication: • the different communication methods used, including information technology (IT) and the benefits and limitations of each method. Barriers to communication: • how communication barriers arise • problems of ineffective communication and how they can be removed.</p> <p>Types of employment: • full-time • part-time • job share • casual/seasonal/temporary. Recruitment documents: • job description • person specification • application form • curriculum vitae (CV)/résumé. Internal and external recruitment: • job advertisement • shortlisting • interviewing. Legal controls over employment and their effects: • equal opportunities - gender, race, disability, religion, sexual preference, age • minimum wage laws.</p>	<p>Communication exercises listening and speaking</p> <p>Complete the recruitment process for a fictitious job.</p> <p>Create each of the documents and go through the complete process</p>	Exam style questions
December	Training	Importance of training to a business and workers: • different types of training and the main purpose,	Activities in text book Hand outs	Exam style questions

	Motivation	<p>induction, on-the-job, off-the-job • compliance with health and safety laws • benefits and limitations of training.</p> <p>The importance of motivation in the workplace: • attracting employees, retaining employees, productivity • motivational theories of Herzberg, Maslow and Taylor. How businesses motivate employees: • financial methods: o remuneration o bonus o commission o promotion o fringe benefits • non-financial methods: o job rotation o job enrichment o autonomy.</p>	Paired work and presentation	
January	Organisational structure and employees	<p>Organisational charts for different types of business: • hierarchical and flat • centralised and decentralised. Roles and responsibilities of employees in terms of compliance and accountability: • span of control • chain of command • delegation. The different functional areas within a business: • human resources – workforce planning, recruitment and selection, training, health and safety, staff welfare, employment issues, industrial relations, disciplinary and grievance procedure, dismissal, unfair dismissal and redundancy • finance – wages/salaries, cash-flow forecasting, budgets and accounting • marketing – market research, product planning, pricing, sales promotion, advertising, customer service, public relations, packaging and distribution • production – manufacturing the product, designing new products, quality control and stock control.</p>	<p>Complete hand outs</p> <p>Role play</p> <p>Q&amp;A</p> <p>essays</p>	Exam style questions

February	Marketing	<p>The purpose of market research: • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions.</p> <p>Methods of market research: • primary research: o survey o questionnaire o focus group o observation o test marketing • secondary research: o internet o market reports o government reports. The use of data in market research: • qualitative and quantitative data • the role of social media in collecting market research data • the importance of the reliability of market research data.</p>	<p>Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging, advertising for this product</p>	Individual challenges completed on classroom
March		<p>Importance of marketing: • satisfying customer needs • building customer relationships • keeping customer loyalty • market orientation and product orientation • market share and analysis • niche and mass marketing.</p> <p>Responding to changes in the market: • changing customer needs • changing customer/consumer spending patterns • increased competition.</p> <p>How businesses use market segmentation to target customers: • identifying market segments: o location o demographics o lifestyle o income o age.</p>	<p>Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging, advertising for this product</p>	Individual challenges completed on classroom
April		<p>Product: • development of a new product/service • the difference between goods and services • packaging and its importance • product life cycle – main phases and extension strategies • managing and reviewing the product portfolio (Boston matrix). Price: • the main pricing strategies and when they might be applied: o cost plus o penetration o competition o skimming o promotional. Place – distribution channels: • methods of distribution o retailers o e-tailers (e-commerce).</p>	<p>Students will work through an individual project that incorporates marketing theory and marketing in practice. They will design a trainer and go through the process of the marketing mix, design, packaging,</p>	Individual challenges completed on classroom

		Promotion: • promotion strategies for different market segments: o advertising o sponsorship o product trials o special offers o branding • above the line and below the line promotion techniques • public relations – improving company image/brand • the use of technology in promotion: o targeted advertising online o viral advertising via social media o e-newsletters • the importance of a brand.	advertising for this product	
May/june				Project End of year test
Students are tested using the following objectives set by the exam board:  AO1 Recall, select and communicate knowledge and understanding of business terms, concepts and issues AO2 Apply knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts AO3 Select, organise and interpret business information from sources to investigate and analyse issues AO4 Evaluate business information to make reasoned judgements and draw conclusions				



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<b>Subject:</b> PE	<b>Year 10</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 1	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept Oct	Fitness Testing/Rounders/ OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges. Understand the rules and implement techniques into ultimate game play	Visual: All PE subjects will provide visual learners with practical demos. Auditory:	Production of training programmes, end of unit assessment. Peer evaluation.
Nov Dec	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.	Opportunities to listen to feed back Read/Write: Opportunities to provide written analysis of their own and others performances.	Evaluation of training programmes. End of unit assessment. Peer evaluation.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing. Knowledge of positions. Different attributes required for each position.	Kinaesthetic: Performance of practicals.	End of unit practical assessment. Peer evaluations.



Feb	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills. Developing some choreography skills or planning skills. Be able to choreograph or plan sections of performance. Design a section of performance for peer group.	<b>This breakdown of learner types applies to all activities across the year.</b>	Graded delivery of coaching plans. Peer evaluation.
Mar	Hockey/ Cricket	Development of hockey skills related to stick management. Cricket and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay. Understand fielding positions in Cricket, tactics in pairs batting. Position awareness in Hockey.. Umpiring abilities in Hockey and Cricket develop.		End of unit assessment. Peer evaluation.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing. Be able to lead and run events as well as perform them. Highlight training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal feedback on training requirements.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions. Be able to switch and rotate effectively. Select positions and understand different roles, feed to the setter.		End of unit practical assessment. Peer evaluations
June	Tennis/Padel/ Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics. Umpire skill development. Develop attacking and defensive tactics.		End of unit practical assessment. Peer evaluations. Ranked competition.



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<b>Subject:</b> Sports Science GCSE Phys Ed. AQA spec 8582	<b>Year 10</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 4	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept	Skeleton and Joints	Functions, Joints and movement. Relation to sporting performance.	Visual: Powerpoints interactive Auditory: Describe verbally links of joint movements to sport. Read/Write: Exam questions related to the skeleton. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Sept Oct	Muscles and Tendons	Types of muscles. How they perform in sports. Energy requirements. How tendons and muscles work together.	Visual: Powerpoints interactive Auditory: Describe verbally links of muscles movement to sport. Read/Write: Exam questions related to the muscles. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Oct	Circulatory and Respiratory Systems.	Aerobic versus Anaerobic respiration, how these relate to different activities. Transport of blood the lungs function. Effects of sport on the C and R systems.	Visual: Powerpoints interactive Auditory: Describe verbally types of respiration requirements in sport. Read/Write: Exam questions related to the C and R system. Kinaesthetic: Produce your own analysis of respiration in practical situations	End of topic test. Practical assessment.

Nov Feb	Fitness	A simple definition of fitness. health related fitness in terms of cardio vascular endurance (aerobic fitness), body composition, flexibility, muscular endurance, speed, stamina and strength. (3) skill related fitness in terms of agility, balance, coordination, power, speed of reaction, and timing. Explain: (1) tests for both Health related and Skill related fitness. (2) maximum oxygen uptake and what it means in fitness terms. a personal fitness programme to cater for any weaknesses In personal fitness.	Visual: Powerpoints interactive Auditory: Describe verbally types of fitness and produce your own fitness programmes for other students. Read/Write: Exam questions related to Fitness requirements. Write a fitness programme Kinaesthetic: Produce your own analysis of fitness requirements. Perform your own fitness programme.	End of topic test. Practical assessment.
Mar May	Skill	what is meant by the term 'skill'. the difference between the following types of skill: basic and complex skills, fine and gross motor skills, open and closed skills factors affecting skill such as age and maturity, motivation, anxiety and arousal, conditions, facilities and environment, teaching and coaching. how we learn a new skills, including; limited channel capacity, overload.	Visual: Powerpoints interactive Auditory: Describe verbally types of skill development in varying activities Read/Write: Exam questions related to Skill requirements. Kinaesthetic: Produce your own analysis of skill and anxiety in sport. Produce your own research on skill performance and learning.	End of topic test. Practical assessment.
June	Drug use in Sport	what is a 'drug'? the effect that the following drugs have on the body • Stimulants • Narcotic -analgesics • Anabolic steroids • Diuretics • Anxiety reducing drugs • Peptide hormones	Visual: Powerpoints interactive Auditory: Describe verbally types or produce a presentation on drug use in sports. Read/Write: Exam questions related to drug use in sport. Kinaesthetic: Physical examples of types of drugs used in sport.	End of topic test. Practical assessment. End of year test covering the one and a half units covered here.



Year 10 2024-25 [Contents](#)

<b>Subject:</b> Spanish 2nd Language Intermediate	<b>Year 10 IGCSE</b>	<b>Teacher:</b> M <sup>a</sup> Angeles Alvarez
<b>No. of lessons per week:</b> 5	<b>Date:</b> 2024-25	

<b>Time scale</b> (approximate)	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
September-December	<b>1 Mi vida en casa y en el colegio</b>	<p><b>1.1 House and Home</b> Describing where you live, your house and what family members do in rooms in the house. <b>Grammar:</b> Present tense: regular verbs Adjective agreement Prepositions of place</p> <p><b>1.2 School Life and Routine</b> Describing timetable and subjects, daily routine at school, school building and facilities. <b>Grammar:</b> Present tense: radical changing verbs, irregular verbs</p> <p><b>1.3 Food and Drinks</b> Talking about food and drinks you normally have. Giving opinions on international food.</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flashcards. <b>Auditory:</b> Dialogues, interviews, etc. <b>Kinesthetic:</b> Role-Plays, TPR <b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE <b>Web pages:</b> linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests, including reading, listening, writing, and speaking tasks.</p>

		<p><b>Grammar:</b> Interrogative pronouns Idiomatic verbs: Me gusta(n) etc.</p> <p><b>1.4 Common Ailments and Healthy Lifestyles</b> Considering what a healthy diet consists of. Talking about how you feel and health. Describing ways of keeping fit and healthy lifestyles. <b>Grammar:</b> Idiomatic verbs(2): Me duele(n) etc. Expressions with tener. Present Participle. Possessive adjectives</p> <p><b>1.5 Media - TV and Film</b> Describing what you like watching on tv. Talking about films you like and dislike. Giving opinions about tv programs and films. <b>Grammar:</b> Present tense: more irregular verbs. Adverbial phrases. Comparison: regular and irregular</p>		
January-March	<b>2 Mi familia, mis amigos y yo en casa y en el extranjero.</b>	<p><b>2.1 Relationships with family and friends</b> Talking about family and pets. Describing people physically and personality. <b>Grammar:</b> Personal "a". Possessive pronouns. Using SER for identity.</p> <p><b>2.2 Daily routine and helping home</b> Talking about free time activities in and outside the house. Describing daily routine. Talking about chores in the house and who does them.</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flashcards. <b>Auditory:</b> Dialogues, interviews, etc. <b>Kinesthetic:</b> Role-Plays, TPR <b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.  End of unit tests, including reading,</p>



		<p><b>Grammar:</b> Reflexive verbs and pronouns. Using ESTAR for location. Present continuous</p> <p><b>2.3 Hobbies, interests and special occasions</b>  Arranging to go out.  Finding out about Festivals and special occasions.  Organizing a party.</p> <p><b>Grammar: Adverbs ending in -mente.</b>  Interrogative pronouns with prepositions  Preterite tense: regular and irregular verbs. Impersonal verbs. Near future. Dates</p> <p><b>2.4 Holidays</b>  Talking about different types of holidays Describing your last holiday.  Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do.</p> <p><b>Grammar:</b> Future tense. Comparisons.</p> <p><b>2.5 Tourist information and directions</b>  Giving directions and asking how to get to places in town.</p> <p><b>Grammar:</b>  Basic prepositions +infinitives. Prepositions: por / para.</p>	<p><b>Web pages:</b> linguascope, languagesonline, etc  Video ELE</p>	<p>listening, writing, and speaking tasks.</p>
April-June	<b>3 El mundo que nos rodea</b>	<p><b>3.1 Life in the town and rural life</b>  Buildings and facilities in town.  Describing town and country locations, giving opinions.  Advantages and disadvantages of different places to live.</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flashcards.</p>	<p>Classroom observations  Homework marks</p>

		<p><b>Grammar:</b> Prepositions of place (2) Present Perfect tense Comparison: more complex structures: tanto ....como, bastante..</p> <p><b>3.2 Shopping and money matters</b> What to buy in different shops and places. Shopping for food in supermarkets and small shops. Pocket money, earnings and spending habits. <b>Grammar:</b> Demonstrative adj. Expressions of quantity</p> <p><b>3.3 Servicios públicos</b> Banking , changing money and ATMs Post office, phone and internet in Spanish speaking countries. Lost property <b>Grammar:</b> Indefinite pronouns. Ser/Estar contrast. Demonstrative pronouns. Direct object pronouns</p> <p><b>3.4 Environmental issues</b> Things I do to help the environment. National parks in Spanish-speaking countries and their importance. Environmental problems and possible solutions. <b>Grammar:</b> Conjunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p><b>3.5 Weather and climate</b></p>	<p><b>Auditory:</b> Dialogues, interviews,etc.</p> <p><b>Kinesthetic:</b> Role-Plays, TPR</p> <p><b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE</p> <p><b>Web pages:</b> linguascope, languagesonline, etc Video ELE</p>	<p>Class exercises marks</p> <p>Vocab and verb mini tests.</p> <p>End of unit tests, including reading, listening, writing, and speaking tasks.</p>
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		<p>Describing weather in different countries and weather forecasts.</p> <p>Weather problems, climate change, describing weather in the past.</p> <p><b>Grammar:</b> The cardinal points. Impersonal weather expressions. Imperfect tense</p> <p><b>3.6 Everyday life in a Spanish-speaking country</b></p> <p>Informal and formal greetings</p> <p>Life in Spanish speaking communities outside Spain.</p> <p>Staying with a Spanish family</p> <p><b>Grammar:</b> Formal and informal modes of address. Interrogatives (2). Indirect object pronouns.</p> <p><b>3.7 Customs and festivals</b></p> <p>Countries of the world and customs</p> <p>Descriptions of festivals in Spanish speaking countries /regions</p> <p><b>Grammar:</b> Nationality adjectives. Adverbs including time and place. Imperfect continuous</p> <p><b>3.8 Travel and transport</b></p> <p>Different types of transport</p> <p>Getting around town and opinions about different forms of transport</p> <p>Itineraries of different holidays using various transport.</p> <p><b>Grammar:</b> Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ future.</p>		
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Year 10 2024-25 [Contents](#)

<b>Subject:</b> Spanish 2nd Language	<b>Year 10 Elementary</b>	<b>Teacher:</b> M <sup>a</sup> Angeles Alvarez
<b>No. of lessons per week:</b> 5	<b>Date:</b> 2024-25	

<b>Time scale (approximate)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
Autumn term 1	<b>Nos Presentamos</b>	<p><b>1-Son muy famosos:</b> Talking about yourself and other people. Making comparisons.</p> <p><b>2-Juego bien al fútbol:</b> Saying how you do something. Talking about your routine.</p> <p><b>3-Mucho gusto:</b> Making introductions.</p> <p><b>4-Estás en tu casa:</b> Asking for what you need. Saying what you need.</p> <p><b>5- Unos regalos:</b> Buying gifts. Describing someone's personality.</p> <p><b>6-Muchas gracias por el regalo:</b> Writing a thank you letter.</p> <p><b>-Culture:</b> -Finding out facts about Andalusia and the place we</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>

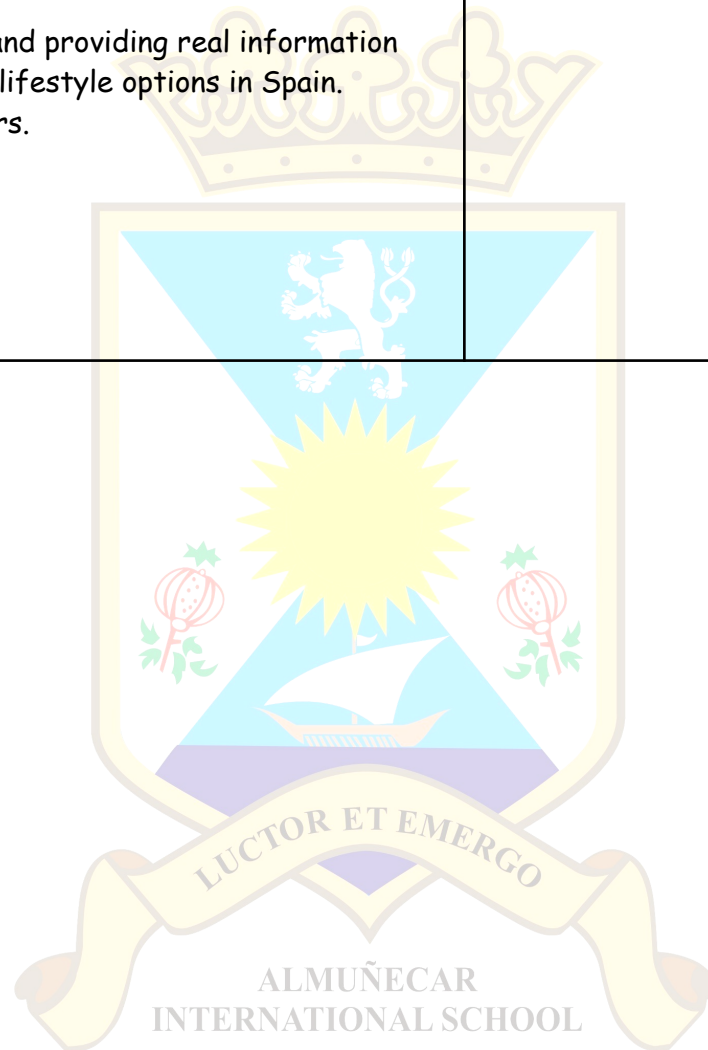
		<p>live.</p> <p>-Designing a leaflet about our area.</p>		
Autumn term 2	<b>La Comida</b>	<p><b>1-¿Qué Comes?:</b> Saying what you have to eat. Talking about mealtimes in Spain and the UK.</p> <p><b>2-¿Qué te gusta comer?:</b> Saying what type of food you like and why.</p> <p><b>3- De compras:</b> Buying fruits and vegetables. Finding out how much things cost.</p> <p><b>4-Cien gramos de jamón y una barra de pan:</b> Buying food and drinks in a shop. Numbers 31-100.</p> <p><b>5-¡Qué Aproveche!</b> Saying that you are hungry and thirsty. Ordering for a menu.</p> <p><b>6-La comida sana:</b> Talking about healthy eating.</p> <p><b>-Culture:</b> -Finding out information about tapas and typical food in Spain. -Writing favourite recipes .</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Spring term 1	<b>De Compras</b>	<p><b>1-¿Qué ropa llevan?:</b> Talking about clothes. Comparing prices.</p> <p><b>2-Me gusta aquella camiseta roja:</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p>

		<p>Talking about what clothes you like and what suits you.</p> <p><b>3-¿Me lo puedo probar?:</b> Shopping for clothes.</p> <p><b>4-¿Qué vas a llevar para ir a la fiesta?:</b> Describing clothes. Asking about clothes. Saying what you are wearing.</p> <p><b>5-¿Llevas uniforme?:</b> Talking about your school uniform.</p> <p><b>6-En la calle principal:</b> Talking about types of shops. Saying where you can buy things.</p> <p><b>-Culture:</b> -Shops around. -Main differences between going on shopping in Spain and the UK.</p>	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation.. Dispositions and attitudes. End of unit tests.</p>
Spring term 2	El Turismo	<p><b>1-¿Qué hay de interés?:</b> Asking what there is to see in a place. Asking what you can do there.</p> <p><b>2-Tus vacaciones:</b> Talking about where you go and what you do on holiday.</p> <p><b>3-¿Dónde fuiste?:</b> Saying where you went, what for and who with.</p> <p><b>4-¿A dónde fueron?:</b> Talking about where other people went.</p> <p><b>5-¿Lo pasaste bien?:</b> Saying what you did on holidays.</p> <p><b>-Culture:</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes.</p>



		-Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.		End of unit tests.
Summer term 1	<b>¡Diviértete!</b>	<b>1-¿Quieres ir al cine?:</b> Making arrangements to go out. <b>2-¿Qué tipo de películas te gustan?:</b> Saying what sort of films you like. <b>3.Dos entradas, por favor:</b> Buying cinema tickets. <b>4-¡Es genial!:</b> Describing an event in the present. <b>5-¿Qué hiciste el sábado?:</b> Describing an event in the past. <b>6-El estadio estaba lleno:</b> Describing what things were like.  <b>-Culture:</b> -Designing a leaflet about free time activities around the local area.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.
Summer term 2	<b>La Salud</b>	<b>1-¿Qué te duele?:</b> Saying what is wrong. <b>2-Me siento mal:</b> Saying you are not feeling well. <b>3-En la farmacia:</b> At the chemist. <b>4-Hay que practicar mucho:</b> Talking about how long you have been doing something. Saying what you should or shouldn't do.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations. Group work.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks.

		<p><b>5-Hay que comer fruta todos los días:</b> Talking about a healthy lifestyle.</p> <p><b>-Culture:</b> -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.</p>		<p>Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>
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## Scheme of Work and Assessment Year 10

2024-25

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<b>Subject:</b> Computer Science (CIE 0478)	<b>Year 10</b>	<b>Teacher:</b> P Reichenbach
<b>No. of lessons per week: 3</b>	<b>Date:</b>	2024-25
<p>This schedule shows a delivery timetable over two years, with three timetable lessons per week.</p> <p>This schedule is built around two learning streams. In one lesson each week students learn computer science theory. In the other lesson they develop their programming skills.</p> <p>The advantage of this approach is that students will begin programming early, and continue throughout the two years.</p>		

Year 1			
12 weeks	<b>Theory:</b>		<b>Programming:</b>
	<i>Unit 1 : Digital Data</i>	<i>Overview content</i>	<i>Unit 8: Introduction to programming</i>
	Students will learn about: <ul style="list-style-type: none"> <li>• Binary data</li> <li>• Bits and bytes</li> <li>• Binary and denary</li> <li>• Counting in binary</li> <li>• Convert binary to denary</li> <li>• Convert denary to binary</li> <li>• Hexadecimal</li> <li>• Hexadecimal and denary</li> <li>• Hexadecimal and binary</li> <li>• How hexadecimal is used</li> <li>• Digital data</li> <li>• Digital graphics</li> </ul>	Students revise: <ul style="list-style-type: none"> <li>• the binary number system</li> <li>• hexadecimal number system</li> <li>• Data storage</li> </ul>	Students will learn about: <ul style="list-style-type: none"> <li>• An introduction to python</li> <li>• Algorithms</li> <li>• Output</li> <li>• Sequence</li> <li>• Input</li> <li>• How to assign values</li> <li>• Calculated values</li> <li>• Variables in pseudocode</li> </ul>

	<ul style="list-style-type: none"> <li>Digital sound and video</li> <li>Compression</li> </ul>		
12 weeks	<p><i>Unit 2: Communications and the internet</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>How data is transmitted</li> <li>Serial and parallel transmission</li> <li>Data bus</li> <li>Transmission errors</li> <li>Parity checks</li> <li>Check digit and checksums</li> <li>The Internet?</li> <li>The World Wide Web?</li> <li>HTML</li> <li>HTTP: Hypertext transfer protocol</li> <li>TCP/IP</li> <li>Staying safe online</li> <li>Malware and hacking</li> <li>Protective software</li> </ul>	<p>Students revise:</p> <ul style="list-style-type: none"> <li>Data transmission</li> <li>Security aspects</li> <li>Internet principles of operation</li> </ul>	<p><i>Unit 8: Programming: Python if... else...</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>Variables in flowcharts</li> <li>Logical decision</li> <li>Python if...</li> <li>Python if... else...</li> <li>Python elif</li> <li>Selection in pseudocode</li> </ul>
12 weeks	<p><i>Unit 3 - Electronic processing</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>Electronic processing</li> <li>The NOT gate</li> <li>The AND gate</li> </ul>	<p>Students revise:</p> <ul style="list-style-type: none"> <li>Von Neumann model</li> <li>The stages of the fetch-execute cycle (incl. Registers and buses)</li> <li>the functions of NOT, AND, OR, NAND,</li> </ul>	<p><i>Programming: Loops and arrays</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>Loops</li> <li>for loops</li> <li>while loops</li> <li>Loops in pseudocode</li> </ul>

	<ul style="list-style-type: none"> <li>• The OR and XOR gates</li> <li>• The NAND and NOR gates</li> <li>• Logic statements</li> <li>• Simplify statements</li> <li>• Logic circuits</li> <li>• Truth tables and circuits</li> <li>• Truth tables (continued)</li> <li>• Solve a problem</li> <li>• Repeat inputs</li> <li>• The central processing unit (CPU)</li> <li>• The fetch-execute cycle</li> </ul>	<p>NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs (all gates, except the NOT gate, will have 2 inputs only)</p> <ul style="list-style-type: none"> <li>• Truth tables and standard symbols</li> <li>• A range of sensors that can be used to input data into a computer system</li> </ul>	<ul style="list-style-type: none"> <li>• Lists and arrays</li> <li>• Output a list</li> <li>• Add elements to a list</li> <li>• Registers and buses</li> </ul>
Year 2			
12 weeks	<p><i>Unit 4: Hardware</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>• Keyboard and mouse</li> <li>• Touchscreens</li> <li>• Camera and microphone</li> <li>• Barcode readers</li> <li>• Sensors</li> <li>• Control systems</li> <li>• Monitors and display</li> <li>• Printers</li> <li>• Sound</li> <li>• Actuators</li> <li>• Manufacturing objects</li> </ul>	<p>Students revise:</p> <ul style="list-style-type: none"> <li>• Input devices: 2D and 3D scanners, barcode readers, Quick Response (QR) code readers, digital cameras, keyboards, mice, touch screens, interactive whiteboards, microphones</li> <li>• Output devices: inkjet, laser and 3D printers; 2D and 3D cutters; speakers and headphones; actuators; flat-panel display screens, such as Liquid Crystal Display (LCD) and Light-Emitting Diodes (LED) display; LCD projectors and Digital Light Projectors (DLP)</li> </ul>	<p><i>Unit 9: Programming: Worked examples</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>• An Introduction to Worked Examples</li> <li>• How programs count</li> <li>• How programs calculate totals</li> <li>• How programs calculate an average</li> <li>• Verification</li> <li>• Validation</li> </ul>

	<ul style="list-style-type: none"> <li>• Output in real life</li> </ul>		
12 weeks	<p><i>Unit 5: Storage and software</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Primary storage</li> <li>• Measuring storage</li> <li>• Magnetic storage</li> <li>• Optical Storage</li> <li>• Solid state (flash) storage</li> <li>• The use and choice of storage</li> <li>• Software and its uses</li> <li>• Operating systems</li> <li>• The functions of an operating system</li> <li>• Low-level languages</li> <li>• High-level languages</li> </ul>	<p>Students need to understand</p> <ul style="list-style-type: none"> <li>• the difference between primary and secondary memory. They should be able to identify the purpose of RAM and ROM and provide examples of what the uses of these are in different types of computer.</li> <li>• Students need to understand how magnetic, optical and solid-state devices store data and be able to describe their features.</li> <li>• Students need to be able to compare a range of storage devices. They need to understand the differences in capacity, transfer speed, portability, durability and cost (per megabyte/gigabyte). They should be able to recommend a storage device for a scenario and justify their choice.</li> <li>• Students need to be able to calculate the storage requirements of a file, when given information about it. This must include a file of characters (e.g., a database), images or sound</li> </ul>	<p><i>Unit 9: Programming: Solution development</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> <li>• Test data</li> <li>• Evaluation</li> <li>• Trace tables</li> <li>• Trace tables (for loops)</li> <li>• Trace tables (with flow charts)</li> <li>• Analyse algorithms</li> <li>• Find errors in algorithms</li> <li>• How to create an algorithm</li> </ul>
12 weeks	<p><i>Unit 6 &amp; 7: Security and ethics</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Data security</li> <li>• Security threats</li> <li>• Malpractice and crime</li> <li>• Online attacks</li> <li>• Proof of identity</li> </ul>	<ul style="list-style-type: none"> <li>• Students need to understand the need for protecting data against loss or change, and methods that can help prevent loss on input (e.g. verification), and how to recover from data loss (e.g., backup). Students need to be able to describe different methods of</li> </ul>	<p><i>Unit 10: Programming and databases</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Top-down programming</li> <li>• Structure diagrams</li> <li>• Code libraries</li> <li>• Records and fields</li> <li>• Data types</li> </ul>



	<ul style="list-style-type: none"> <li>• Firewalls</li> <li>• Security protocols</li> <li>• Encryption</li> <li>• Security examples</li> <li>• Copyright</li> <li>• Free software</li> <li>• Hackers and crackers</li> </ul>	<p>verification and recommend a backup solution for a given scenario.</p> <ul style="list-style-type: none"> <li>• Students need to be able to describe different threats that can occur on the internet, both to individual data and to a website.</li> <li>• Students need to understand how to keep data safe and be able to identify and describe different security methods. They should be able to apply their knowledge to real-life scenarios and recommend appropriate security methods.</li> <li>• Students need to understand what is meant by ethics and apply these to different scenarios.</li> <li>• Students need to understand the term 'copyright' and 'plagiarism', and describe why products or items and so on are copyrighted and why they should not be plagiarised.</li> <li>• Students need to recognise and describe the differences between free software, freeware and shareware.</li> <li>• Students need to understand how ethical issues can be raised through the use of electronic communication, including the passing of data and use of malware. Students should be able to explain the ethical stance on given scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary key</li> <li>• How to select fields</li> <li>• How to select records</li> </ul>
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Year 10 2024-25 [Contents](#)

<b>Subject:</b> Geography	<b>Year 10</b>	<b>Teacher:</b> Sarah Wilde
<b>No. of lessons per week:</b> 3	<b>Date:</b>	2024-25

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Assessment Criteria; tests/ projects etc.
Term 1 September	Population Dynamics	Describe and give reasons for the rapid increase in the world's population Understand the causes and consequences of over-population and under-population Case study - Know a country which is overpopulated and a country which is under-populated. Understand the main causes of a change in population size. Give reasons for contrasting rates of natural population change Case study - Know a case study of a country with a high rate of natural population growth and a country with a low rate of population growth (or decline). Describe and evaluate population policies.	Case study exercises You tube videos Presentations Graphs Map work Investigative Research Classroom Discussions	End of unit test Exam style questions Homework Classwork presentations
October	Migration  Population Structure	Explain and give reasons for population migration. Demonstrate an understanding of the impacts of migration. Case study - Know a case study of an international migration. Identify, give reasons for and implications of different types of population structure.	Case study exercises You tube videos Presentations Graphs Map	End of unit test Exam style questions Homework Classwork presentations

		Describe the factors influencing the density and distribution of population.	work Investigative Research Classroom Discussions	
November	Settlements (rural and urban) and service provision  Urban Settlements	Explain patterns of settlement. Describe and explain the factors which may influence the sites, growth and functions of settlements. Give reason for the hierarchy of settlements and services. Case study - Know a case study of settlement and service provision in an area. Describe and give reasons for the characteristics of land use in urban areas. Describe and give reasons for changes in land use in urban areas.	Case study exercises You tube videos Presentations Graphs Map work Investigative Research Classroom Discussions	End of unit test Exam style questions Homework Classwork Presentations End of Term Exam
December	Urban settlements	Explain the problems of urban areas, their causes and possible solutions. Case study - Know a case study of an urban area (including changing land use and urban sprawl).	Case study exercises You tube videos Presentations Graphs Map work Investigative Research Classroom Discussions	End of unit test Exam style questions Homework Classwork presentations

Term 2 January	Urbanisation  Earthquakes and volcanoes	<p>Identify and suggest reasons for rapid urban growth.</p> <p>Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts.</p> <p>Case study - Know a case study of a rapidly growing urban area in a developing country and migration to it.</p> <p>Describe the main types and features of volcanoes and earthquakes.</p> <p>Describe and explain the distribution of earthquakes and volcanoes.</p> <p>Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p> <p>Investigative Research</p> <p>Classroom Discussions</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
February	<p>Earthquakes and volcanoes</p> <p>Rivers</p>	<p>Demonstrate an understanding that volcanoes present hazards and offer opportunities for people.</p> <p>Explain what can be done to reduce the impacts of earthquakes and volcanoes.</p> <p>Case study - Know a case study of an earthquake and a volcano</p> <p>Explain the main hydrological characteristics and processes which operate within rivers and drainage basins.</p> <p>Demonstrate an understanding of the work of a river in eroding, transporting and depositing.</p> <p>Describe and explain the formation of the landforms associated with these processes.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p> <p>Investigative Research</p> <p>Classroom Discussions</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
March	Rivers and coast	<p>Demonstrate an understanding that rivers present hazards and offer opportunities for people.</p> <p>Explain what can be done to manage the impacts of river flooding.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>

			Investigative Research Classroom Discussions	
Term 3 April	Rivers and coast Weather and climate	<p>Demonstrate an understanding that coasts present hazards and offer opportunities.</p> <p>Explain what can be done to manage the impacts of coastal erosion.</p> <p>Case study - Know a case study of the opportunities presented by an area of coastline, the hazards associated with it and their management.</p> <p>Describe and explain the characteristics of two climates: equatorial and hot desert.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p> <p>Investigative Research</p> <p>Classroom Discussions</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
May	Weather and climate	<p>Describe and explain the characteristics of tropical rainforest and hot desert ecosystems.</p> <p>Case study - Know a case study of an area of hot desert and a tropical rainforest.</p> <p>Describe the causes and effects of deforestation of the tropical rainforest.</p> <p>Case study - Know a case study of an area of tropical rainforest and an area of hot desert.</p>	<p>Case study exercises</p> <p>You tube videos</p> <p>Presentations</p> <p>Graphs</p> <p>Map work</p> <p>Investigative Research</p> <p>Classroom Discussions</p>	<p>End of unit test</p> <p>Exam style questions</p> <p>Homework</p> <p>Classwork presentations</p>
June		<p>Exam practice for Paper 1</p> <p>Exam practice for Paper 2</p> <p>How use geographical skills and investigations to pass the exam</p>	<p>Exam Paper and Questions</p> <p>Carrying out investigations</p>	<p>Practice Exam Questions</p> <p>Completed Investigations</p>



