

St Martin's School

Curriculum Maps 2022/2023



Year 10 – Spring Term 2023
Curriculum Plans

Year 10 Curriculum Plans – Spring Term 2023

English Language & Literature – Exam Board : AQA

'THE MERCHANT OF VENICE' BY WILLIAM SHAKESPEARE (PART OF GCSE ENGLISH LITERATURE PAPER 1)

- Read a challenging 16th century text in full and in depth.
- Explore plot, Venetian setting, characterisation (e.g. Bassanio, Antonio, Shylock, Jessica, Portia) and central themes (e.g. conflict/anti-Semitism, love, female roles, justice/mercy, revenge, parents and children).
- Cultural capital: Explore wider moral, social, historical issues and how these are developed in longer texts e.g. anti-Semitism in Renaissance Europe and relationship with current society/anti-Semitic tropes then and now; different audience responses; patriarchal Renaissance England; Renaissance Venice; courtship and 16th century roles of children/daughters/men and women.
- Use precise quotation to support ideas in summary and analysis; develop analytical writing skills. "Write a lot about a little". Learn key quotations.
- Learn and apply dramatic terminology and explore Shakespeare's use of language and structure: e.g. tragedy/comedy/problem/play/soliloquy/symbolism/iambic pentameter/blank verse/prose/sympathy/stereotype.
- **In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question on the presentation of a key character or theme**

POWER AND CONFLICT POETRY (PART OF GCSE LITERATURE PAPER 2)

- Cultural capital: Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, the First and Second World Wars, modern conflicts, civilian perspectives.
- The subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol.
- Use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations. "Write a lot about a little".
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations.
- **Assessment: GSCE Literature Paper 2 Section B Poetry: Power and Conflict**

Year 10 Curriculum Plans – Spring Term 2023

English Language & Literature – Exam Board : AQA

Generic Assessment Objectives at GCSE in English Language/English Literature

Across these units of study, students will develop the ability to:

Language

- AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, make inferences, understand nuances in texts and know how language/structure creates meaning using relevant subject terminology to support their views.
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Literature

- AO1: Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Year 10 Curriculum Plans – Spring Term 2023

GCSE Maths Foundation Tier Classes Exam Board : Edexcel

Autumn 1

Perimeter and Area

Form algebraic expressions for perimeter and area and solve simple linear equations based on these
Calculate the arc length of a circle (semi-circles and quadrants)
Calculate the area of a sector (semi-circles and quadrants)
Calculate the area and perimeter of composite shapes involving circle sectors
Pythagoras Theorem – calculate length of hypotenuse and the length of a side

Number Patterns and Sequences

Explain why a number does not appear in an arithmetic sequence (algebraic proof or otherwise)
Find the next term of a quadratic sequence
Derive an expression for the n th term of a quadratic sequence
Understanding of simple geometric and Fibonacci style sequences

Fractions, Percentages & Decimals

Solve problems that involve calculating and comparing fractions and percentages of a quantity
Solve problems involving ratios with fractions and percentages

Half Term Test

Autumn 2

Units, Measure and Estimating

Finding upper and lower bounds
Understanding of error intervals for rounded or truncated values
Metric area and volume conversions

Probability

Calculate relative frequency and expected frequency
Complete Tree Diagrams (with and without replacement)
Use Tree Diagrams to calculate probabilities
Simple Venn diagram notation ($A \cap B$, $A \cup B$, A')

Percentages

Percentage change (profit, loss)
Use multipliers to calculate percentages and percentage increases/decreases

End of Term Test

Year 10 Curriculum Plans – Spring Term 2023

GCSE Maths Acute and Array Classes Exam Board : Edexcel

Spring 1	Spring 2
Properties of Shape (2D)	Perimeter and Area
Finding missing lengths in similar triangles using parallel line rules	Sectors area and arc length for any angle
Area and volume scale factors	Pythagoras problems
Probability	Finding missing sides/angles of right-angled triangles using SOHCAHTOA
Solving probability problems with or without replacement, not given Venn diagram or tree diagram	Knowledge of exact values (0, 30, 45, 60, 90)
	Units, Measure and Estimating
Coordinate Geometry	Complete calculations using upper and lower bounds, perimeters/areas
Rearranging equations to the form $y=mx+c$	Understanding of 'finding an approximate value for...using bounds'
Find equation of a line through a point with a given gradient	Representing Data
Find equation of a line given two points	Construct a cumulative frequency graph
Calculate the distance between two points given their coordinates using Pythagoras	Construct a box plot
Find equation of parallel lines	Finding quartiles from a cumulative frequency graph
Introduction to perpendicular gradients	Comparing data from box plots / cumulative frequency graphs / raw data
Half Term Test	End of Term Test

Year 10 Curriculum Plans – Spring Term 2023

GCSE Maths Obtuse and Base Classes Exam Board : Edexcel

Spring 1	Spring 2
Properties of Shape (2D)	Perimeter and Area
Finding missing lengths in similar triangles using parallel line rules	Sectors area and arc length for any angle
Collecting and analysing data	Pythagoras problems
Understand the difference between discrete and continuous data	Finding missing sides/angles of right-angled triangles using SOHCAHTOA
Find the median and modal class from grouped data	Knowledge of exact values (0, 30, 45, 60, 90)
Calculate an estimate of the mean from grouped data	
Find averages from a stem and leaf diagram	Units, Measure and Estimating
Probability	Complete calculations using upper and lower bounds, perimeters/areas
Calculate relative frequency and expected frequency	Understanding of 'finding an approximate value for...using bounds'
Complete Tree Diagrams (with and without replacement)	Representing Data
Use Tree Diagrams to calculate probabilities	Construct a cumulative frequency graph
Simple Venn diagram notation ($A \cap B$, $A \cup B$, A')	Construct a box plot
Coordinate Geometry	Finding quartiles from a cumulative frequency graph
Rearranging equations to the form $y=mx+c$	Comparing data from box plots / cumulative frequency graphs / raw data
Find equation of a line through a point with a given gradient	
Find equation of a line given two points	
Calculate the distance between two points given their coordinates using Pythagoras	
Find equation of parallel lines	
Half Term Test	End of Term Test

Year 10 Curriculum Plans – Spring Term 2023

GCSE Maths Higher Tier Classes Exam Board : Edexcel

Spring 1	Spring 2
Number Patterns and Sequences	Trigonometry
Using iteration to generate sequences of numbers converging to a solution	Bearing problems involving trigonometry and Pythagoras
Rearranging equations to form iterative formula	3D Pythagoras and trigonometry
Proving location of roots	Applying exact values to right angles triangle problems
Function notation	Sine rule
Function notation $f(x)$ and its other forms	Cosine rule
Find expressions for (and substitute into) composite functions $fg(x)$ and know $gf(x)$ can be different	Area of triangle
Inverse functions	Graphs of sin, cos, tan
Solve equations involving composite and inverse functions	Representing Data
Transformations of graphs using function notation (including trig graphs)	Drawing histograms
Exponential graphs	Interpreting histograms
Properties of Shape (2D)	Finding median and quartiles from a histogram
Proof of congruent and similar triangles	Estimating mean from histogram
Half Term Test	End of Term Test

Year 10 Curriculum Plans – Spring 2023

Biology

Ecology

- Adaptations, interdependence and competition
- Organisation of an ecosystem
- Decomposition
- Biodiversity and the effect of human interaction on ecosystems
- Trophic levels in an ecosystem
- Food production

Assessment Point: Ecology Unit Test

Chemistry

Quantitative Chemistry

- Calculations in chemistry
- Atom economy, percentage yield and gas calculations

Assessment Point: Quantitative Chemistry Unit Test

Chemistry of the Atmosphere

- Developing the atmosphere
- Polluting the atmosphere

Assessment Point: Chemistry of the Atmosphere Unit Test

Physics

Magnetism and Electromagnetism

- Magnetic fields
- Electromagnets
- Electromagnetic induction (HT)
- Transformers (HT)

Assessment Point: Magnetism and Electromagnetism Unit Test

Please be aware students may study these units in a different order than listed

Exam Board: AQA

Year 10 Curriculum Plans – Spring Term 2023

GCSE - Business Studies

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p>Theme 1: Investigating small businesses</p> <p>1.1 Enterprise & Entrepreneurship Purpose of business activity Risk and reward Business ideas</p>	<p>1.2 Spotting a business opportunity Customer needs Market research Market segmentation The competitive environment</p> <p><i>November PTC</i></p>	<p>1.3 Putting a business idea into practice Start-up aims & objectives Revenue, cost, profit, break-even Cash-flow forecasts Sources of finance</p>	<p>1.4 Making the business effective Options for start-up (ownership, liability, franchising) Business location Marketing mix Business plans</p>	<p><i>April Year 10 PPE on content covered so far</i></p> <p>1.5 Understanding external influences Stakeholders Technology Legislation</p>	<p>PPE review</p> <p>1.5 Understanding external influences The economy Importance of, and response to, external influences</p>

Exam Board : Edexcel

Year 10 Curriculum Plans – Spring Term 2023

German – Exam Board : AQA

<p>Year 10 Term 3</p>	<p>Kapitel 2 - Zeit für Freizeit (GCSE theme: Identity and culture)</p>	<ul style="list-style-type: none"> - Discussing leisure activities - Using nouns and articles - Discussing reading habits - Using some adverbs of frequency and place - Discussing music - Expressing preferences using gern, lieber, am liebsten - Discussing film and television - Sports - Discussing sport in Switzerland - Learning about celebrations and festivals 	<ul style="list-style-type: none"> - Nouns and articles (definite and indefinite) in the nominative and accusative cases - The negative article - Possessive adjectives - Adverbs of frequency and place - Word order - Using gern, lieber, am liebsten - Using plural nouns - Conditional - Using several tenses together - Imperfect tense could be taught here in context of reading/ stories 	<p>Writing assessment – 90 words – school</p>
<p>Year 10 Term 4</p>	<p>Kapitel 4: Willkommen bei mir! (GCSE theme: Identity and culture)</p>	<ul style="list-style-type: none"> - Total vernetzt & Technologiefeind oder –freund? - Discussing how and when you use social media and technology - Discussing advantages and disadvantages of social media and technology - - Zu Tisch! - Lebst du gesund? - Discussing traditional German meals - Explaining how you stay fit and healthy 	<ul style="list-style-type: none"> - Expressing complex opinions with dass - wenn clauses - - Giving opinions in the past tense - Using subject and object pronouns - Using relative pronouns 	<p>End of unit reading and listening assessment</p>

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French – Exam Board : AQA

Y10	Theme	Topic	Grammar	Extra material
SPRING 1	1: Identity and culture	<p>Complete: Module 2: Le temps des loisirs Point de départ 1+2 and 5 units</p> <p>Module 3: Jours ordinaires, jours de fête Point de départ 1+2 and 5 units</p> <p>shopping for clothes</p> <p>Daily life</p> <p>food for special occasions</p> <p>polite language</p> <p>family celebrations</p> <p>festivals and traditions</p>	<p>Revision of tenses done so far; phonics; classroom vocabulary</p> <p>Devoir and pouvoir</p> <p>Using the pronoun en</p> <p>Asking questions with tu and vous forms</p> <p>venir de + inf</p> <p>using a combination of tenses</p>	<p>Active Teach worksheets/clips</p> <p>Current music</p> <p>GCSE Grammar workbook</p> <p>GCSE practice questions via Exampro</p> <p>Grammar and translation workbook</p> <p>Back of textbook: Révisions General conversation À toi Grammaire</p> <p>After each module: Contrôle de lecture et d'écoute Contrôle oral Contrôle écrit</p>
		<p>Module 3: Jours ordinaires, jours de fête Point de départ 1+2 and 5 units</p> <p>Food</p> <p>meals</p> <p>shopping for clothes</p> <p>Daily life</p> <p>food for special occasions</p>	<p>Revision of tenses done so far; phonics; classroom vocabulary</p> <p>Devoir and pouvoir</p> <p>Using the pronoun en</p> <p>Asking questions with tu and vous forms</p> <p>venir de + inf</p> <p>using a combination of tenses</p>	
SPRING 2				

Year 10 Curriculum Plans – Spring Term 2023

GCSE Art – Exam Board AQA

		Art					
KS4	Year 10	Workshops					Term 1
		<p>Natural Forms inc Insects, Fish and Birds – Dry Media</p> <ul style="list-style-type: none"> Tone gradients Tonal pencil White pencil on black paper Charcoal Continuous line Annotations Printmaking 	<p>Architecture – Mixed Media</p> <ul style="list-style-type: none"> Coffee painting Pen and wash Collage and layering Artist links Artist analysis 	<p>Food – Colour pencil and oil pastels</p> <ul style="list-style-type: none"> A3 Food packaging copy in oil pastel and colour pencil Food logo Artist links Artist analysis 	<p>Portraits - Painting</p> <ul style="list-style-type: none"> Colour theory Tints and tones Acrylic paint Watercolour paint Blending Facial features annotations 	<p>Man-Made – Mono, and stencil printing</p> <ul style="list-style-type: none"> Mono printing Surface printing Stencil printing annotations 	
		NEA – Portfolio of work					Term 2
		<p>Board 1 – Initial Ideas</p> <ul style="list-style-type: none"> Choose from 6 themes explored in workshops Title Mind-map Collage 4-5 x A4 size 2nd hand studies of internet images Annotation & key words 	<p>Board 2 – Artist Studies</p> <ul style="list-style-type: none"> Find and copy 4-5 artists that link to your theme: 4-5x artist copies Artist print outs Artist names Analysis 				
PPE					Term 3		
<p>Board 3 – Photographs (this can be presented on 1 or 2 boards)</p> <p>Take photos that link to your theme. Use your artist images to help you with composition and style:</p> <ul style="list-style-type: none"> Contact sheet 25-35 images Enlarge 10-12 best images Annotation & key words Edit your favourite 5-8 images using PicsArt, Photoshop or another photo editing app. 	<p>Board 4 – Observations</p> <p>Work from your photos, create 5x A4/A3 observations. Choose from:</p> <ul style="list-style-type: none"> Shading pencil, coloured pencil, watercolour, acrylic, biro, mono print, lino print, cello tape transfer, collage Annotation & key words 						

Year 10 Curriculum Plans – Spring Term 2023

Digital Information Technology

	Term One	Term Two	Term Three
Year 10	<p>Component 1 User Interface analysis and design. Introduction to interfaces, complex types of interface, Hardware and software influences, User accessibility needs, User skills and demographic needs. GUI, CLI, Sensor, Menu, Form. Design Principles, User Feedback, Client Requirements.</p>	<p>Component 1 User interface prototypes Software development (apps, websites, user software), analysing (strengths and weaknesses), VLOG's (presenting interface design and development), Prototype testing and improvements.</p> <p>Component 2 Spreadsheet Modelling Data analysis, reliability of sources, credibility of data (age, amount, <u>who's</u> in the data, completeness), validity. Data preparation – Formulas, Functions, conditional formatting, data validation.</p>	<p>Component 2 Dashboard Creation and development Pivot charts / graphs (creation, selection of data, types of chart used), presentation of data (sum, min, max, average, <u>CountIF</u>, <u>IF</u>, <u>NestedIF</u>, use of data manipulation tools, data analysis, recommendations based on data.</p>

Exam Board : Edexcel

Year 10 Curriculum Plans – Spring Term 2023

Health and Social Care

2022-23	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Department / School events	15 th September Open Evening	3 rd November 6 th Form Open Evening				
YEAR 10 OCR Level 1/2 Tech Award Health and Social Care	<p>R033 Supporting individuals through life events</p> <p>Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support</p> <p>Learning content</p>	<p>R033 Supporting individuals through life events</p> <p>Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support</p> <p>Learning content Completing NEA (coursework)</p>	<p>R033 Supporting individuals through life events</p> <p>Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support</p> <p>Learning content Completing NEA (coursework)</p>	<p>R033 Supporting individuals through life events</p> <p>Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support</p> <p>Learning content Completing NEA (coursework)</p>	<p>R034 Creative and therapeutic activities</p> <p>Topic Area 1: Therapies and their benefits Topic Area 2: Creative activities and their benefits Topic Area 3: Plan a creative activity for individuals or groups in a health or social care setting Topic Area 4: Deliver a creative activity and evaluate your own performance</p> <p>Learning content</p>	<p>R034 Creative and therapeutic activities</p> <p>Topic Area 1: Therapies and their benefits Topic Area 2: Creative activities and their benefits Topic Area 3: Plan a creative activity for individuals or groups in a health or social care setting Topic Area 4: Deliver a creative activity and evaluate your own performance</p> <p>Learning content Completing NEA (coursework)</p>

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Media Studies – Exam Board AQA

Industries Paper 1 Section B and Paper 2 exam content- Spring 2a

Knowledge and understanding of how the media industries' processes of production, distribution and circulation affect media forms and platforms.

Knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

Understanding the nature of media production, including by large organisations, who own the products they produce, and by individuals and groups.

Production processes: The impact of production processes, personnel and technologies on the final product. Similarities and differences between media products in terms of when and where they are produced.

Working practices in media industries.

The effect of ownership and control of media organisations.

The impact of the increasingly convergent nature of media industries across different platforms and different national settings.

The importance of different funding models. Government funded, not-for-profit and commercial models. How the media operate as commercial industries on a global scale and reach both large and specialised audiences.

The functions and types of regulation of the media.

The challenges for media regulation presented by 'new' digital technologies.

Patterns of ownership: mergers, demergers, takeovers, media concentration. Vertical and horizontal integration. Conglomerates. Diversification. Cross media ownership. Convergence of content providers, network providers and platform providers. Television licence. Advertising, sponsorship, product placement, direct sales. Independent and voluntary sector. Globalisation. Cultural imperialism.

Assessment: Teacher assessed. An extended response question (20 marks) using an unseen text as a stimulus focusing on the industries concept. Question taken from a paper 1 exam. Subject terminology must be relevant and applied consistently throughout response. Clarity of response and focus on question throughout, with discussion of wider contexts and issues.

Year 10 Curriculum Plans – Spring Term 2023

Media Studies – Exam Board AQA

Representation- Paper 1 Section A and Paper 2 examination content Spring 2b

Knowledge and understanding of how the media portray events, issues, individuals and social groups. Demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

The ways in which the media re-present (rather than simply present) the world, and construct versions of reality.

Theoretical perspectives on representation, including processes of selection, construction and mediation. Theoretical perspectives on gender and representation and feminist approaches. An exploration of the distinction between essentialist views (that males and females are different categories with essential features, behaviours and attributes that define them) and social constructionist views that the same features, behaviours and attributes are constructed by society (including the media) and not by nature. The choices media producers make about how to represent particular events, social groups and ideas. The ways aspects of reality may be represented differently depending on the purposes of the producers. The different functions and uses of stereotypes: How stereotypes become established. How stereotypes may vary over time.

Positive and negative stereotypes. How stereotypes enable audiences to interpret media quickly. A range of different stereotypes should be discussed and exemplified in order that students understand the problems with and usefulness of stereotypes.

How and why particular social groups may be under represented or misrepresented. How representations (including self- representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products. The social, cultural and political significance of particular representations in terms of the themes or issues that they address. How representations reflect the social, historical and cultural contexts in which they were produced.

The factors affecting audience interpretations of representations including their own experiences and beliefs.

Realism: reasons why some representations seem more truthful or realistic than others.

Critical exploration of views including the media is a window on the world and the media is the message.

The processes of selection, construction, mediation. Audience positioning.

Selective representation, biased and prejudicial representation. Advertising, marketing, political bias, propaganda. Agenda setting. News values. Decoding. Audience positioning.

Assessment: An extended response question (20 marks) using an unseen text as a stimulus focusing on the representation concept. Question taken from a paper 2 exam. Subject terminology must be relevant and applied consistently throughout response. Clarity of response and focus on question throughout, with discussion of wider contexts and issues. Teacher assessed.

Revision on Industries and Audience topics in preparation for Year 10 PPE- Paper 1 Section b only- Spring 2b

Internal key vocab tests. Past papers provided as resources for students to take away. Revision checklists created for students.

Revision on previous key terms from when topics were taught originally.

Demonstrate knowledge and understanding of the theoretical framework of media, contexts of media and their influence on media products and processes.

Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

Assessment: Past paper used and modified- Section B only- 1 hour. Extended response and multiple choice questions. Marked internally and teacher assessed.

Year 10 Curriculum Plans – Spring Term 2023

GCSE Music Exam Board : OCR

The GCSE course is split into three components: appraising (40%), composing (30%) and performing (30%).

For the appraising aspect, students will begin studying their first official Area of Study – The Concerto Through Time. Students will learn and develop an understanding of:

What a concerto is and the way it has developed through time.

The instruments that have been used for the solo part in the concerto and how they have developed through time. The growth and development of the orchestra through time. The role of the soloist(s).

The relationship between the soloist(s) and the orchestral accompaniment.

How the concerto has developed through time in terms of length, complexity and virtuosity.

The characteristics of Baroque, Classical and Romantic music as reflected in the concerto.

With regards to composition, students will begin to develop ideas for their first piece, a free composition.

They should consider what style of music they wish to write in, and the musical characteristics of this style. They should begin to put these ideas together ahead of their first draft submission in April.

Regarding performance, students will continue to work on their solo repertoire in their own time, and there will continue to be a number of opportunities for students to showcase their work both in class and in school events. We will also continue to put together group performances in class in anticipation for the ensemble performance aspect of the GCSE. Students will continue to be encouraged to practice and perform as often as possible, both individually and in groups, to develop their skills further.

Year 10 Curriculum Plans – Spring Term 2023

GCSE Drama – Exam Board : Edexcel

SPRING TERM 1

COMPONENT 3: THEATRE MAKERS IN PRACTICE

Section A: Practically explore Arthur Miller's *The Crucible*; plot, characters, themes and context

Apply to section A in the written exam:
as a performer
as a director
as a designer

Section B: Live Theatre Evaluation
Watch and analyse a live performance

SPRING TERM 2

COMPONENT 1: DEvised PPE

Begin devising from a stimulus and using a choice of practitioner:

Frantic Assembly
Brecht
Kneehigh

Take part in a workshop with Splendid Theatre Company to support practitioner understanding and devising work

Year 10 Curriculum Plans – Spring Term 2023

Computer Science – Exam Board : AQA

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p>Programming basics</p> <p>Use a programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and functions</p> <p>Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.</p>	<p>Fundamentals of algorithms</p> <p>decomposition and abstraction. algorithms, flowcharts and pseudo-code, before looking at specific algorithms for sorting and searching, including the bubble and merge sorts. A final lesson covers the efficiency of algorithms, comparing the processing time and results of different algorithms on the same data sets.</p>	<p>Fundamentals of data representation</p> <p>Conversion of integers from decimal to binary, together with the binary addition of up to three numbers and binary shifts. In subsequent lessons, the use of hexadecimal numbers and character encoding is described.</p> <p>Representation of images and sound are covered in two separate lessons with a final lesson covering lossy compression techniques used for images, sound and video, and lossless techniques such as RLE and Huffman encoding.</p>	<p>Computer systems</p> <p>Boolean logic, moving on to software classification including the function of the Operating System. Lessons continue to cover systems architecture and factors affecting performance. The many forms of memory available in modern computers including RAM, ROM and cache are also covered along with secondary storage</p>	<p>Relational databases and SQL</p> <p>Covering the concept of a database before extending this into relational databases and associated terminology. Inconsistency and redundancy are covered before looking at Structure Query Language (SQL). SQL is used to write and interpret simple queries and to insert, update or delete data from a database table.</p>	<p>Programming project</p> <p>Students will show the ability to design, write, test, and refine a program to a set brief.</p>



St Martin's School Physical Education Journey

GCSE PE CURRICULUM JOURNEY

Be The Best You Can Be...

TRADITIONAL VALUES

LEARNING FOR THE FUTURE

OUTSTANDING PERSONAL ACHIEVEMENT



EXAM – 2 exam papers will be completed and a practical exam moderation will take place for chosen sports/students.



Revision – this will begin once all of the theory content has been taught. Throughout the year there will be revision sessions at lunchtime. By the end of year 11, lessons will be based around revision and exam technique.

Show Your Commitment



Try Your Best in All Lessons

Bring Your PE Folder to All Lessons

Attend Revision Sessions and Sports Clubs

AEP Analysing and Evaluating Performance – 14 hours assigned to the non-exam assessed coursework. Within this you will analyse and evaluate performance of yourself or a peer and create an action plan designed to improve performance.



Chapter 4 Sports Psychology - in this chapter you will develop your knowledge of characteristics of skilful movement and skill classifications. To be able to apply examples of goal setting and to know the mental preparation techniques in sport.



PRACTICAL SPORTS

3 choices for your practical sports - 1 individual, 1 team and 1 team/individual.

You will be continually assessed on your three chosen sports throughout the two-year course.

Coexist

Chapter 5 Health, Fitness and Well-being – in this chapter you will know what is meant by health, fitness and well-being. Understand health benefits of physical exercise. You will also look at the components of a balanced diet.



Chapter 2 Physical Training – within this chapter you will look at components of fitness, principles of training and how to prevent injury in physical activity and training.



Chapter 1.5 – in this chapter you will look at the short and long term effects of exercise on the cardiovascular, muscular and respiratory systems.



SCAN ME FOR INFO!

Chapter 1.4 – in this chapter you will learn about the structure and function of the cardiovascular system, looking at blood vessels, heart rate, stroke volume and cardiac output. You will also look at the function of the respiratory system, understanding the pathway of air, gaseous exchange and different definitions.



YEAR 11

Chapter 3 Social Cultural Influences - within this chapter you will look at social cultural influences, engagement patterns in sport, commercialisation and ethical and social issues in sport and physical activity.



Chapter 1.1, 1.2 & 1.3 – understand the location of the major bones and muscles in the body. You will also look at classes of levers, planes of movement and axes of rotation.

YEAR 10

Year 10 Curriculum Plans – Spring Term 2023

GCSE Design & Technology – Exam Board AQA

Year 10					
Term 1		Term 2		Term 3	
<u>Unit 3 Core Materials</u> RM & GR - Room Model RM = Metals, Plastics, Textiles & Paper & Board GR = Metals, Plastics, Textiles & Wood	<u>Unit 5 Project</u> RM - Wood product GR - Board Game - Paper & Board	<u>Unit 6 project</u> Using the work of others, drawing skills & development RM = Speaker GR = Promotional Product		NEA Section A and B	
Theory		Theory		Theory	
Unit 3 Core Materials	Unit 5 - Specialist Material	Unit 6 & 7 - Designing & Making Principles			
Assessment		Assessment		Assessment	
Unit 3 Test	Unit 5 -Test	Unit 6 – Test	Unit 7 - Test	PPE	NEA Section A

Year 10 Curriculum Plans – Spring Term 2023

GCSE Food Preparation and Nutrition Exam Board : EDUQAS

Year 10					
Term 1		Term 2		Term 3	
Practical dishes associated with current commodity	Practical dishes associated with current commodity	Practical dishes associated with current commodity	Practical dishes associated with current commodity	Practical dishes associated with PPE Revision	Practical dishes associated with Trial NEA 2
Theory - Commodities - 6 Weeks each		Theory - Commodities - 6 Weeks each		Theory - Commodities - 6 Weeks each	
Meat, Fish, Offal	Butter- Margarine, Sugar Oils	Cereals-Pasta, Wheat, Bread	Beans, Pulses, Nuts	Revision for PPE	Trial NEA 2
Commodities Assessment		Commodities Assessment		Commodities Assessment	Assessment
Baseline Test - Sept	Meat, Fish, Offal - Oct Butter, Margarine, Sugar Oils - Dec	Cereals, Pasta, Wheat, Bread - Feb	Beans, Pulses, Nuts, Alternate Proteins - Mar	PPE	Practical Exam Trial NEA 2 - June