St Martin's School
Curriculum Maps 2022/2023

Year 10 – Summer Term 2023
Curriculum Plans

'THE SIGN OF FOUR' BY ARTHUR CONAN DOYLE / "A CHRISTMAS CAROL" BY CHARLES DICKENS (PART OF GCSE ENGLISH LITERATURE PAPER 1)

- Read a challenging 19th century text in full and in depth.
- Explore plot, characterisation, use of setting, moral purpose, writers' intentions, drama and tension.
- Cultural capital: explore wider moral, social, historical issues and how these are developed in longer texts as appropriate: e.g. class and gender in Victorian England; the Poor Law; representation of – and attitudes towards – the police force in Victorian England; death and mortality; religion; different audience responses; imperialist attitudes towards other cultures/races, etc.
- Use precise quotation & terminology to support ideas in summary and analysis; develop analytical writing skills. "Write a lot about a little". Learn key quotations.
- Learn and apply literary terminology and explore Doyle's/ Dickens's use of language and structure: e.g. pathetic fallacy, symbolism, imagery, tension, narrative perspective, dialogue.
- **In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question on the presentation of a key character or theme**

GCSE ENGLISH LANGUAGE PAPER 2 – WRITERS' VIEWPOINTS AND PERSPECTIVES

- Read and analyse/compare a variety of extracts from 19th, 20th or 21st century non-fiction and literary non-fiction.
- Develop students' insights into how writers have particular viewpoints & perspectives on issues or themes that are important to the way we think & live our lives.
- Students are encouraged to demonstrate their skills by: a) reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader **AND** b) producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. "Write a lot about a little".
- Learn and apply subject terminology: the parts of speech, writers' methods including figurative, phonological and rhetorical devices.
- Understand timings and skills required for the examination. Reading: Q1 Identify and interpret explicit and implicit information and ideas; Q2 Summary and inference; Q3 Analysing language and effects; Q4 Compare writers' ideas and perspectives, as well as how these are conveyed, across two texts; Writing: Q5 writing to persuade/argue/present a viewpoint, prompted by a written statement.
- Develop creative writing skills using a range of vocabulary, sentence structures and punctuation for clarity, purpose and effect using knowledge about writers' methods and conscious crafting of own writing.
- **Assessment: GCSE English Language Paper 2 - Year 11 PPE**

UNSEEN POETRY (PART OF GCSE LITERATURE PAPER 2)

- Cultural capital: Introducing students to a range of cultures, experiences, voices and 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. "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.

- Develop comparison skills across two poems with a shared theme.

- **In-class assessment (exam conditions): GCSE English Literature Paper 2: Extract-based question on the presentation of a key idea/theme PLUS comparison question, looking at similarities/differences between first poem and a second unseen poem**

English Language & Literature – Exam Board : AQA

<u>Generic Assessment Objectives at GCSE in English Language/English Literature</u>

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 – Summer Term 2023

GCSE Maths Foundation Tier Classes
Exam Board : Edexcel

Summer 1

Coordinate Geometry

Derive the equation of a plotted line by calculating gradient and y intercept
Deduce the gradient and y intercept of a line from an equation
Understanding of parallel gradients

Constructions

Construct 30, 60, 45, 90 degree angles
Simple loci based on perpendicular and angle bisectors

Representing Data

Interpolation and extrapolation (reliability) from scatter graphs
Causation and correlation
Plotting frequency polygons

Ratio and Proportion

Solve ratio problems when not given the total amount
Basic direct proportion
Introduction to concept of inverse proportion (workers vs time taken)

Half Term Test

Summer 2

Properties of Shape (3D)

Problems involving volume and surface area of prisms
Calculate the volume and surface area of cylinders

Real Life Graphs

Gradient of distance time graph = speed
Solve Distance/Speed/Time problems when the time is not in whole hours

Transformations

Draw a reflection of a shape in the lines y = x and y = -x
Describe a rotation about any point
Enlarge 2-D shapes using a centre of enlargement and a fractional scale factor
Describe an enlargement using centre and scale factor
Invariant points

End of Term Test

Year 10 Curriculum Plans – Summer Term 2023

GCSE Maths Acute and Array Classes
Exam Board : Edexcel

Summer 1

Ratio and Proportion

Direct and inverse proportion with powers

Constructions

Loci and regions

Sketch simple inequalities such as x<3 and x>y

Real Life Graphs

Simple speed time graphs

Area under speed time graph = distance (simple with straight lines only)

Gradient of speed time graph = speed (straight lines only, no tangents)

Half Term Test

Summer 2

Properties of Shape (3D)

Solving problems involving surface area and volume of cylinders

Solve worded problems relating to volume applying the conversion of litres to cubic centimetres

Volume of pyramids and cones

Transformations

Negative scale factor for enlargement

Combined transformations

Column vector arithmetic

Introduce basic vector algebra and their magnitude

End of Term Test

Year 10 Curriculum Plans – Summer Term 2023

GCSE Maths Obtuse and Base Classes
Exam Board : Edexcel

Summer 1

Ratio and Proportion

Solve ratio problems when not given the total amount

Basic direct proportion

Introduction to concept of inverse proportion (workers vs time taken)

Constructions

Construct 30, 60, 45, 90 degree angles

Simple loci based on perpendicular and angle bisectors

Real Life Graphs

Gradient of distance time graph = speed

Solve Distance/Speed/Time problems when the time is not in whole hours

Half Term Test

Summer 2

Properties of Shape (3D)

Problems involving volume and surface area of prisms

Calculate the volume and surface area of cylinders

Transformations

Draw a reflection of a shape in the lines y = x and y = -x

Describe a rotation about any point

Enlarge 2-D shapes using a centre of enlargement and a fractional scale factor

Describe an enlargement using centre and scale factor

Invariant points

Half Term Test

Year 10 Curriculum Plans – Summer Term 2023

GCSE Maths Higher Tier Classes
Exam Board : Edexcel

Summer 1
Units, Measure and Estimating
More complicated bound problems, worded questions, ones involving trig
Constructions
Sketching more complex inequalities and shading regions
Equation of a circle
Equation of a circle with origin as centre
Solving simultaneous equations with one linear and one non linear
Find the gradient of the radius and gradient of tangent
Find the equation of a tangent to a circle
Half Term Test

Summer 2
Algebraic Proof
Notation for odd, even, consecutive integers, consecutive odd, consecutive even
Proving expressions are multiples of integers
Properties of Shape (3D)
Calculate the surface area of cones
Volume of simple frustums
Volume and surface area of spheres
Solve density problems involving different 3D shapes
Pressure, force, area triangle
Vectors
Vector algebra involving parallel vectors
Problems involving lines split in ratios
Proof of straight lines using vectors (colinear)
End of Term Test

Year 10 Curriculum Plans – Summer Term 2023

Biology	*Chemistry*	*Physics*
Ecology **(Combined and Separate Science)** • 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	**Chemistry of the Atmosphere (Combined Science)** • Developing the atmosphere • Polluting the atmosphere **Using Resources (Separate Science)** • Sustainable Development • Water • Ways of reducing the use of resources • Using material • Fertilizers	**Forces (Separate Science)** • Scalar and Vector • Contact and non contact forces • Describing Motion • Newtons Laws • Forces and Elasticity • Moments • Pressure in fluids • Momentum *Please be aware students may study these units in a different order than listed.*

Exam Board : AQA

Year 10 Curriculum Plans – Summer Term 2023

GCSE Business Studies
Exam Board : Edexcel

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

German – Exam Board : AQA

Listening, reading, writing and speaking skills on the following topics:

Menschliche Beziehungen (GCSE theme: Identity and Culture)
- ❖ Talking about what makes a good friend
- ❖ Describing relationships
- ❖ Explaining different views on marriage
- ❖ Discussing weekend activities
- ❖ Using the prepositions in and a
- ❖ Comparing your life as a child with your life now

Willkommen bei mir! (GCSE theme: Identity and culture). Listening, reading, writing and speaking skills on the following topics:

- ❖ Total vernetzt & Technologiefeind oder –freund?
- ❖ Discussing how and when you use social media and technology
- ❖ Discussing advantages and disadvantages of social media and technology

<u>Grammar</u>
- Expressing complex opinions with dass
- wenn clauses
- Giving opinions in the past tense
- Using subject and object pronouns
- Using relative pronouns

Year 10 Curriculum Plans – Summer Term 2023

French – Exam Board : AQA

Listening, speaking, reading and writing skills in French covering the following:

- Discussing local, national, international and global areas of interest
- describing a region
- using the pronoun *y*
- talking about your town, village or district
- using negatives
- discussing tourist attractions to visit
- answering questions
- discussing plans and the weather
- using the future tense
- describing community projects
- using the present, perfect and future tense

Year 10 Curriculum Plans – Summer Term 2023

GCSE Art – Exam Board AQA

		Art						
KS4	**Year 10**	**Workshops**						**Term 1**
		Natural Forms – Dry Media	Architecture – Mixed Media	Food – Colour pencil and oil pastels	Insects, Fish & Birds – Lino and poly block printing	Portraits - Painting	Man-Made – Mono, and stencil printing	
		• Tone gradients • Tonal pencil • White pencil on black paper • Charcoal • Continuous line • Annotations	• Coffee painting • Pen and wash • Collage and layering • Artist links • Artist analysis	• A3 Food packaging copy in oil pastel and colour pencil • Food logo • Artist links • Artist analysis	• Lino printing • Poly block printing • Experimental printing annotations	• Colour theory • Tints and tones • Acrylic paint • Watercolour paint • Blending • Facial features annotations	• Mono printing • Surface printing • Stencil printing annotations	
		NEA – Portfolio of work						**Term 2**
		<u>Board 1 – Initial Ideas</u> • Choose from 6 themes explored in workshops • Title • Mind-map • Collage • 4-5x A4 size 2nd hand studies of internet images • Annotation & key words			<u>Board 2 – Artist Studies</u> • Find and copy 4-5 artists that link to your theme: • 4-5x artist copies • Artist print outs • Artist names • Analysis			
		PPE						**Term 3**
		<u>Board 3 – Photographs (this can be presented on 1 or 2 boards)</u> Take photos that link to your theme. Use your artist images to help you with composition and style: • 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.			<u>Board 4 – Observations</u> Work from your photos, create 5x A4/A3 observations. Choose from: • Shading pencil, coloured pencil, watercolour, acrylic, biro, mono print, lino print, cello tape transfer, collage • Annotation & key words			

Year 10 Curriculum Plans – Summer Term 2023

Digital Information Technology

	Term One	Term Two	Term Three
Year 10	**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.	**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. **Component 2** **Spreadsheet Modelling** Data analysis, reliability of sources, credibility of data (age, amount, who's in the data, completeness), validity. Data preparation – Formulas, Functions, conditional formatting, data validation.	**Component 2** **Dashboard Creation and development** Pivot charts / graphs (creation, selection of data, types of chart used), presentation of data (sum, min, max, average, CountIF, IF, NestedIF, use of data manipulation tools, data analysis, recommendations based on data.

Exam Board : Edexcel

Year 10 Curriculum Plans – Summer 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	*15th September Open Evening*	*3rd November 6th Form Open Evening*				
YEAR 10 OCR Level 1/2 Tech Award Health and Social Care	**R033 Supporting individuals through life events** Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support Learning content	**R033 Supporting individuals through life events** Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support Learning content Completing NEA (coursework)	**R033 Supporting individuals through life events** Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support Learning content Completing NEA (coursework)	**R033 Supporting individuals through life events** Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support Learning content Completing NEA (coursework)	R034 Creative and therapeutic activities 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 Learning content	R034 Creative and therapeutic activities 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 Learning content Completing NEA (coursework)

Year 10 Curriculum Plans – Summer Term 2023

Media Studies – Exam Board AQA

Revision on Industries and Audience topics in preparation for Year 10 PPE- Paper 1 Section b only- Summer 3a

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.

Non-Exam Assessment Practice (coursework)- Summer 3a

Apply their knowledge and understanding of media language and representations to create a media product using one of the following forms television, music video, radio, newspapers, magazines, advertising/marketing, online, social and participatory media and video games.

Use media language in a single media form to express and communicate meaning to an intended audience.

Ability to communicate their knowledge and understanding of language and representation to the reader. Demonstrate in using media language within the chosen media form. Ability to understand and create representations in the chosen media form. Communicates meanings and whether or not they have met the requirements stipulated in the brief

Audience, editing, sound, editing, effect, colours, layout, mise-en-scene, representation, brief, industries

Assessment: To produce a statement of intent and two practical pieces, which communicate meaning and have application of media language, representation and for a relevant audience. Tasks to respond to brief provided. The overall product needs to be realistic and effective. Brief changes annually, according to actual AQA brief release and to avoid overlap of content. Brief chosen to provide a range of different texts and tasks covered. Marked internally and teacher assessed.

Media Language- Paper 1 Section A and Paper 2 examination content- Summer 3b

Knowledge and understanding of how the media, through their forms, codes and conventions, communicate meanings. demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced.

Fundamental principles of semiotic analysis, including connotation and denotation. The various forms of media language used to create and communicate meanings in media products. How choice (selection, combination and exclusion) of elements of media language influences meaning in media products to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values. The 'rules' of media language: how signs are selected, deselected and assembled to conform to codes and make meanings.

The constructed nature of reality. Theories of narrative, including those derived from Propp (character types). The relationship between technology and media products. The codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time. Intertextuality, including how inter- relationships between different media products can influence meaning.

Codes and conventions, genre, narrative, camera angles, lighting, sound- diegetic and non-diegetic, editing, Binary Opposites, Todorov Equilibrium Theory, Narrative codes- enigma and action, connotations, denotation, signifier and signified. Intertextuality, hybrid, audience demand. Design, layout, typography, symbolic, verbal and non-verbal. User-generated content. Exposition, disruption, closure, climax resolution, complication. Sender, message, receiver. Code, anchorage, sign, icon.

Year 10 Curriculum Plans – Summer Term 2023

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.

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 second Area of Study – Conventions of Pop. Students will learn and develop an understanding of:

Vocal and instrumental techniques within popular music
How voices and instruments interact within popular music
The development of instruments in popular music over time
The development and impact of technology over time
The variety and development of styles within popular music over time
The origins and cultural context of the named genres of popular music
The typical musical characteristics, conventions and features of the specified genres.

With regards to composition, students will continue with their first composition, a free composition, having received feedback from their first draft submitted before Easter. They should act on the feedback and refine their piece, ahead of another submission date in July where a more complete composition will be expected.

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 – Summer Term 2023

GCSE Drama – Exam Board : Edexcel

SUMMER TERM 1	SUMMER TERM 2
COMPONENT 3: THEATRE MAKERS IN PRACTICE PPE Section A: Arthur Miller's *The Crucible* Section B: Live Theatre Evaluation *Sherlock Holmes Valley of Fear* **COMPONENT 1: DEVISED PPE** Begin devising project using the practitioner; Brecht	**COMPONENT 1: DEVISED PPE** Performance of devised work to an audience of year 8 **COMPONENT 2: SCRIPTED** Explore monologues and duologues in preparation for year 11 Component 2 exam

Year 10 Curriculum Plans – Summer 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
Programming basics 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 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.	**Fundamentals of algorithms** 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.	**Fundamentals of data representation** 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. 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.	**Computer systems** 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	**Relational databases and SQL** 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.	**Programming project** Students will show the ability to; design, write, test, and refine a program to a set brief.

GCSE Physical Education

Topic Name	Topic Components
Characteristics of skilful movement	Know the definition of motor skills and understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic. Know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum)
Goal setting	Understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance.
AEP NEA Coursework (Part 1)	Draws upon the knowledge, understanding and skills a student has learnt to analyse and evaluate their own performance in one activity

Year 10 Curriculum Plans – Summer Term 2023

GCSE Design & Technology – Exam Board AQA

Year 10					
Term 1		**Term 2**		**Term 3**	
Unit 3 Core Materials RM & GR - Room Model RM = Metals, Plastics, Textiles & Paper & Board GR = Metals, Plastics, Textiles & Wood	**Unit 5 Project** RM - Wood product GR - Board Game - Paper & Board	**Unit 6 project** 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 – Summer 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**