

## Year 10 Curriculum Overview

Subject	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge	Enrichment opportunities
<b>English</b>	Animal Farm: analysing language and understanding the context of the novel. English Language Paper 1: finding information, analysing language and structure, evaluating, organising your writing, writing imaginatively and writing with technical accuracy. Power and Conflict (Human Power) - Developing knowledge of the content of each poem, analysing the use of language and structure, understanding the context of each poem.	Macbeth – Learning the plot and characters of the play, analysing language, structure and stagecraft, understanding the context of the play.  I Know Why the Caged Bird Sings: English Language Paper 2: finding and summarising information, Comparing texts, analysing language and writing for audience and purpose.	Power and Conflict (Individual Experiences) - Developing knowledge of the content of each poem, analysing the use of language and structure, understanding the context of each poem.  English Language Writing Skills: viewpoint writing, writing to describe and narrate, organising your writing and technical accuracy.  Speaking and listening	Theatre Trip – An Inspector Calls  Debating Club
<b>Maths</b>	Knowledge: Solving Equations and Inequalities, Simultaneous Equations, Gradients and Lines, Non-linear Graphs. Revision of Summer Term Y9 and Autumn Term Y11 for Y10 Exam Skills: numeracy, calculator use, mathematical reasoning, problem solving	Knowledge: Angles and bearings, circles and related shapes, vectors Ratios and fractions, percentages and interest, probability, collecting, representing and interpreting data* Skills: numeracy, calculator use, mathematical reasoning, problem solving	Knowledge: Non-calculator methods of calculation*, types of number and sequences, indices and roots, manipulating expressions Skills: numeracy, calculator use, mathematical reasoning, problem solving	Intermediate Maths Challenge (Targeted) Times Tables Rock Stars (All) Maths Clinic (All)
<b>Science</b>	Knowledge: Homeostasis, energy change, Electricity  Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology	Knowledge: Ecology, Rates of reaction, organic chemistry, Forces Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology, can convert units	Knowledge: Inheritance and variation, Chemical analysis, waves  Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology	
<b>Science (Synergy)</b>	Knowledge: forces and motion, magnetism, waves  Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology	Knowledge: Lifestyle and health, forces and energy, preventing and curing disease Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology	Knowledge: Ecosystem and biodiversity, Inheritance, Electricity  Skills: Recall and explain methods, conclusions and evaluations for required practical's, can recall and use correct formula, can use correct terminology	Drop in sessions
<b>3D Design</b>	<ul style="list-style-type: none"> <li>Sustained study projects</li> <li>Chair design- CAD- 3D print, laser cutting, maquettes, using the work of others to influence design choices- Teacher input</li> <li>Lamp Project- sustained independent project</li> </ul>	<ul style="list-style-type: none"> <li>Sustained study projects</li> <li>Chair design- CAD- 3D print, laser cutting, maquettes, using the work of others to influence design choices- Teacher input</li> <li>Lamp Project- sustained independent project</li> </ul>	<ul style="list-style-type: none"> <li>Lamp Project- sustained independent project</li> </ul>	
<b>Art</b>	Theme: Structures Knowledge:- Expected content, approach and presentation for AO2 of a GCSE project. Expectations for AO4- final piece Skills:- Presentation, annotation, research, making links with others*, drawing to test and explain ideas, techniques with chosen materials, processes/approach with chosen materials, development of ideas, working sequentially, working independently, self-evaluation. Time management. Meeting deadlines. Organizing appropriate materials.	Start of Coursework 2 Theme: own choice or given, depending on previous progress. Knowledge:- Expected content and desirable approaches to learning for AO3 of a GCSE project. Skills:- Observational, imagined and secondary source work produced in a range of materials, with the focus on technique. Topic research. Presentation and annotation skills.	Coursework 2 continued.  Knowledge:- Expected content, approach and presentation for AO1 of a GCSE project.  Skills:- Artist research and analysis. * Exploration of artists' techniques Response to the artists.	Curriculum Days, if applicable.  Access to the department on given lunchtimes/after school.  Use resources, such as YouTube, to expand knowledge of the subjects/artist covered e.g. virtual gallery tours.  External competitions and college competitions will be advertised as applicable.
<b>Computer Science</b>	<b>[GCSE] Units</b> <ul style="list-style-type: none"> <li>The units of data storage:</li> <li>How data needs to be converted into a binary format to be processed by a computer</li> <li>Data capacity and calculation of data capacity requirements</li> </ul> <b>[GCSE] Architecture of the CPU</b> <ul style="list-style-type: none"> <li>The purpose of the CPU:</li> <li>The fetch-execute cycle</li> <li>Common CPU components and their function:</li> <li>Von Neumann architecture:</li> </ul> <b>[GCSE] CPU performance</b> <ul style="list-style-type: none"> <li>How common characteristics of CPUs affect their performance:</li> </ul> <b>[GCSE] Embedded systems</b> <ul style="list-style-type: none"> <li>The purpose and characteristics of embedded systems</li> <li>Examples of embedded systems</li> </ul> <b>[GCSE] Primary storage (Memory)</b> <ul style="list-style-type: none"> <li>The need for primary storage</li> <li>The difference between RAM and ROM</li> <li>The purpose of ROM &amp; RAM in a computer system</li> <li>Virtual memory</li> </ul> <b>[GCSE] Secondary Storage</b> <ul style="list-style-type: none"> <li>The need for secondary storage</li> <li>Common types of storage:</li> </ul>	<b>[GCSE] Data storage</b> Numbers Characters Images Sound  <b>[GCSE] Compression</b> <ul style="list-style-type: none"> <li>The need for compression</li> <li>Types of compression:</li> </ul> <b>[GCSE] Boolean logic</b> <ul style="list-style-type: none"> <li>Simple logic diagrams using the operators AND, OR and NOT</li> <li>Truth tables</li> <li>Combining Boolean operators using AND, OR and NOT</li> <li>Applying logical operators in truth tables to solve problems</li> </ul>	<b>[GCSE] Computational thinking</b> <ul style="list-style-type: none"> <li>Principles of computational thinking:</li> </ul> <b>[GCSE] Designing, creating and refining algorithms</b> <ul style="list-style-type: none"> <li>Identify the inputs, processes, and outputs for a problem</li> <li>Structure diagrams</li> <li>Create, interpret, correct, complete, and refine algorithms using:</li> <li>Identify common errors</li> <li>Trace tables</li> </ul> <b>[GCSE] Searching and sorting algorithms</b> <ul style="list-style-type: none"> <li>Standard searching algorithms:</li> <li>Standard sorting algorithms:</li> </ul> <b>[GCSE] Languages</b> <ul style="list-style-type: none"> <li>Characteristics and purpose of different levels of programming language:</li> <li>The purpose of translators</li> <li>The characteristics of a compiler and an interpreter</li> </ul> <b>[GCSE] The Integrated Development Environment (IDE)</b> <ul style="list-style-type: none"> <li>Common tools and facilities available in an Integrated</li> <li>Development Environment (IDE):</li> </ul> <b>[GCSE] Programming fundamentals</b> <ul style="list-style-type: none"> <li>The use of variables, constants, operators, inputs, outputs and assignments</li> </ul>	iDEA Award Typing.com Bebras Challenge eSports??

	<ul style="list-style-type: none"> <li>○ Suitable storage devices and storage media for a given application</li> <li>○ The advantages and disadvantages of different storage devices and storage media relating to these characteristics:</li> </ul>		<ul style="list-style-type: none"> <li>● The use of the three basic programming constructs used to control the flow of a program:</li> <li>● The common arithmetic operators</li> <li>● The common Boolean operators AND, OR and NOT</li> </ul> <p><b>[GCSE] Data Types</b></p> <ul style="list-style-type: none"> <li>○ The use of data types:</li> </ul>	
<b>Construction</b>	<p>Unit 3- (One lesson per fortnight) Scientific and Mathematical applications for construction</p> <ul style="list-style-type: none"> <li>● Understand the effects of forces and temperature changes on materials used</li> <li>● Use mathematical equipment to solve construction problems</li> </ul> <p>Unit 7- (3 lessons per fortnight) Exploring brick work and block work principles and techniques</p> <ul style="list-style-type: none"> <li>● Understand tools, materials and equipment used for brick and blockwork</li> <li>● Develop practical skills and safe techniques to construct brickwork and blockwork</li> </ul>	<p>Unit 3- (One lesson per fortnight) Scientific and Mathematical applications for construction</p> <ul style="list-style-type: none"> <li>● Understand the effects of forces and temperature changes on materials used</li> <li>● Use mathematical equipment to solve construction problems</li> </ul> <p>Unit 7- (3 lessons per fortnight) Exploring brick work and block work principles and techniques</p> <ul style="list-style-type: none"> <li>● Understand tools, materials and equipment used for brick and blockwork</li> <li>● Develop practical skills and safe techniques to construct brickwork and blockwork</li> </ul>	<p>Unit 3- (One lesson per fortnight) Scientific and Mathematical applications for construction</p> <ul style="list-style-type: none"> <li>● Understand the effects of forces and temperature changes on materials used</li> <li>● Use mathematical equipment to solve construction problems</li> </ul> <p>Unit 7- (3 lessons per fortnight) Exploring brick work and block work principles and techniques</p> <ul style="list-style-type: none"> <li>● Understand tools, materials and equipment used for brick and blockwork</li> <li>● Develop practical skills and safe techniques to construct brickwork and blockwork</li> </ul>	
<b>D &amp; T Textiles</b>	<ul style="list-style-type: none"> <li>● Bag project- modelling and making final prototype up to half term.</li> <li>● CAD- learning 2 &amp; 3D design- laser cutter , 3D printer</li> <li>● Theory- Core principles- Design thinking and communication, characteristic properties of materials, categories of materials</li> <li>● Making iterative models</li> </ul>	<ul style="list-style-type: none"> <li>● Mock NEA- Sustainable living- Making iterative models- draping on the stand and pattern cutting, Manipulating and joining materials, ensuring accuracy and structural integrity</li> <li>● Theory- In-depth principles- physical and working properties of materials, sources and origins, factors that influence selection, commonly available forms and standard units of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>● Mock NEA- Sustainable living- Making iterative models- draping on the stand and pattern cutting, Manipulating and joining materials, ensuring accuracy and structural integrity</li> <li>● NEA- contexts released 1<sup>st</sup> June</li> <li>● Theory- Finishes, digital design tools, manufacturing methods and scales of production, costs and availability</li> </ul>	
<b>Dance</b>	<p>Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works. The professional works from the theory exam will be introduced in this term and then studied throughout year 10 and 11</p>	<p>Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works. The professional works from the theory exam will be introduced in this term and then studied throughout year 10 and 11</p>	<p>Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works. The professional works from the theory exam will be introduced in this term and then studied throughout year 10 and 11</p>	<p>Dance club, performance opportunities in Christmas showcase, Dance Show, Shakespeare Festival, Whole school production, industry trips, theatre trips, workshop with visiting industry profs. * #</p>
<b>Drama</b>	<p><b>An Inspector Calls and Devising tasks. Section B - Review of a live performance.</b> * # Knowledge: Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style, and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience. Understand themes and issues and character development. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers. Research skills. Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.</p>	<p><b>Revision of devising techniques with short devising practical SOL and portfolio practice questions. Ongoing work on An Inspector Calls and start of work on Performance from a text.</b> #*Knowledge: Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style, and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience. Understand themes and issues, character development Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers. Research skills. Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.</p>	<p><b>Component 1 GCSE Devising Exam +On-going work on AIC for Comp 3 exam</b> #Knowledge: Characteristics of dramatic work, including genre, structure, character, form, style, language. How meaning is communicated through performance conventions, use of space, relationships between performer and audience. Skills: research, developing ideas and intentions, rehearsing, refining and amending work. Use of explorative strategies: improvisation, tableaux, hot seating, physical movement, soundscapes. Vocal and physical skills. Analyse and evaluate their own work and that of others. 2000 word Component 1 portfolio theory work. Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers.</p>	<p>Visit to a live theatre production. The opportunity to take on role of Drama Captain and assist in running drama clubs for KS3. Performance or production opportunities in school productions. Industry visit and workshops. #*</p>

<p><b>French</b></p>	<p>Knowledge: Festivals: Cultural customs Types of festivals and how they are celebrated Perfect tense – describing a festival or celebration they have been to Life at School: School uniform, school rules, ideal school and how you would choose to improve your school</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Knowledge: Healthy and Unhealthy Living: Food vocabulary and categories of food Exercise and sport Dangers of smoking, alcohol and drugs Using the imperfect tense to compare your health when younger to now Health resolutions Education Post-16: Plans for education post GCSE – college, 6<sup>th</sup> form, university, apprenticeships and training</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Knowledge: Marriage and Partnership: Descriptions of boyfriends/girlfriends Ideal Partner Marriage and future plans (accommodation, relationships, children) Environment: Environmental problems and how we can try to reduce or prevent these</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>February – Presentation and Q+A about studying A Level Languages at Hills Road</p> <p>June – Why Not Languages at A Level? Cambridge University taster day for 10 students</p> <p>Intercollege European Day of Languages competition</p>
<p><b>Geography</b></p>	<p><b>2.3 Weather and Climate</b> Why is the UK climate so variable? Circulation of atmospheric pressure. Weather hazard patterns Cause, consequences and responses of two contrasting weather events (Hurricane Katrina and the California Drought) <b>Climate Change- cause and effect</b> How has climate changed in the Quaternary period? Causes of climate change. Consequences of climate change. How and why do attitudes vary towards climate change? What can individuals do in the UK to reduce the risk of climate change? Sustainability, human and physical processes, risk, inequality, globalisation and interdependent, development Skills: Map skills (location, scale, changes over time), enquiry DME), writing and oracy (real texts and guided reading), numeracy and data skills (rate of erosion). AO1,2,3 and 4</p>	<p><b>2.1 Coasts</b> Distinctive landscapes in the UK? How are coastlines managed? Why is coastal management often controversial? Predicted impacts of climate change on coastal landscapes and communities? Sustainability, human and physical processes, risk, globalisation and interdependent, development Skills: AO1,2,3 and 4 Map skills (location, scale, changes over time), enquiry DME Holderness), writing and oracy (real texts and guided reading), numeracy and data skills (rate of erosion).</p>	<p><b>2.2 Rivers</b> Distinctive river landscapes in the UK. Why do rivers flood? What are the consequences of flooding? How can rivers be managed to reduce risk of flooding? Why is river flood management often controversial? Links to coasts and climate change. Sustainability, human and physical processes, risk, globalisation and interdependent, development Skills: AO1,2,3 and 4 Map skills (location, scale, changes over time), enquiry DME River Management), writing and oracy (real texts and guided reading), numeracy and data skills (rate of change).</p>	<p>Summer fieldwork</p>
<p><b>Health &amp; Fitness</b></p>	<p>Knowledge (Health and Fitness): Body systems, energy systems, short and long term effects of exercise, Components of fitness, methods of training, principles of training</p> <p>Skills (Core PE): Outwitting opponents, replicating movements</p>	<p>Knowledge (Health and Fitness): Fitness testing, normative data, methods of training, training zones, activity level and diet, lifestyle questionnaires</p> <p>Skills (Core PE): Replicating movements, outwitting, net/wall</p>	<p>Knowledge (Health and Fitness) : Training programmes, warming up and cooling down, SPORT, FITT, Goal Setting, Training sessions, mock synoptic project</p> <p>Skills (Core PE): performing at maximum levels, striking and fielding</p>	<p>Extra curricular clubs Intra school sport Inter school sport Leadership Academy Officiating courses Sports Captains</p>
<p><b>History</b></p>	<p>Knowledge: Weimar and Nazi Germany c1918 – 1939 – Germany and WW1, T of V, Weimar government, Weimar culture, development of Nazi Party, role of</p> <p>Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p>	<p>Knowledge: This term includes the completing of the Germany unit and then the following: Medicine in GB c1100 to date, including a depth study of the British section of the Western Front in WW1 – medieval medicine, Renaissance changes, hospitals, key figures, development of science, 20<sup>th</sup>C medicine, NHS and modern techniques Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p>	<p>Knowledge: Medicine unit continued (see Spring details)</p> <p>Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p>	<p>Possible Trip: Battlefields Berlin IWM</p> <p>Films: The Wave Pain, Pus and Poison 1917 They shall not grow old</p>
<p><b>Hospitality &amp; Catering</b></p>	<ul style="list-style-type: none"> <li>Practical skills- recap knife skills, medium to high complexity savoury dishes and accompaniments, medium to high skilled desserts and accompaniments</li> <li>Recap food safety and hygiene legislation, personal safety, HACCP and the role of the EHO</li> </ul>	<ul style="list-style-type: none"> <li>Plating and presentation techniques- spun sugar, chocolate. Garnishes- vegetable and fruit Prom pudding project.</li> <li>UNIT 2 Theory- AC1.1- AC1.4, nutrients and their function in the body, nutrition needs of specific groups, effects of poor nutrition, how to cook/ store foods to preserve nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>'Gastropub' Mock NEA</li> <li>Full mock NEA covering all assessment objectives</li> </ul>	
<p><b>Latin</b></p>	<p>Cambridge Latin Course book 2. <b>Language (knowledge):</b> complex structures including:  <ul style="list-style-type: none"> <li>genitive case</li> <li>Imperative tense</li> <li>'ut' clauses</li> </ul> <b>Civilisation (knowledge):</b> <ul style="list-style-type: none"> <li>The beginnings of Rome</li> <li>Different areas of Rome (the Hills, Subura, Ostia etc)</li> <li>Life in the City of Rome (houses, water supply)</li> </ul> <b>Skills:</b></p>	<p>Longer reading texts from Ashley Carter book <b>Language (knowledge):</b> complex structures including:  <ul style="list-style-type: none"> <li>Participles</li> <li>Indirect questions</li> </ul> <b>Civilisation (knowledge):</b> <ul style="list-style-type: none"> <li>Buildings and monuments in Rome</li> <li>The fora</li> </ul> <b>Skills:</b> Translation &amp; comprehension. Describing Roman life, essay writing.</p>	<p>Longer reading texts from Ashley Carter book <b>Language (knowledge):</b> complex structures including:  <ul style="list-style-type: none"> <li>Passive</li> </ul> <b>Civilisation (knowledge):</b> Revision of topics <b>Introduction to Literature (knowledge):</b> Two texts from set texts: read and analyse for content and style <b>Skills:</b> Translation &amp; comprehension.</p>	<p>Residential trip to Pompeii open to all year 10 and 11 students</p> <p>Day visit to the Museum of London for a 'handling session' of Roman artefacts.</p>

	Translation & comprehension. Describing Roman life, essay writing.		Analysis of literature for content and style. Essay writing	
<b>Music Technology</b>	<p><b>Composing Music</b> Genres – looking at core genres of music (pop, rock, blues, soul, jazz, disco, RnB, Hip Hop, EDM) Understanding key signature, harmony, and chord construction, melody, structure and technical features. Discussing how technology has changed the genre and should be explored. Outcome Assessment 1 – to be completed and to pass at least to a Level 2 Merit outcome. Outcome Assessment 2 - to be completed and to pass at least to a Level 2 Merit outcome.</p>	<p><b>Sound Design</b> Review of the subject area from Year 9. Consider methods of sound creation/design and develop ideas around capturing and creating sound. Editing sounds from libraries/loops to create original content. Using editing tools to manipulate the audio from a library. Cut, copy, paste, flex, glue and plug-ins to create original content. Creating special FX. Planning and testing of sounds. Using layering techniques to create realistic and useable sounds. Audio and synthetic sounds layered together. Interleaving microphone techniques. Outcome 1 Assessment Outcome 2 Assessment</p>	<p><b>Operating a DAW</b> Review of the subject area from Year 9. Hardware and theory of sampling – discuss the hardware components in detail, building on the knowledge learnt from Year 9. A-D conversion and sample theory explained, noting sample rates, aliasing and nyquist equation. Synths and samplers, highlighting the difference between the two and how they work. Discuss ADSR explored in detail with attention to ADSR to change the timbre of an instrument.</p>	<p>Band Music Technology Club Song writing Club</p>
<b>PE</b>	Skills (Core PE): Outwitting opponents, replicating movements	Skills (Core PE): Replicating movements, outwitting, net/wall	Skills (Core PE): performing at maximum levels, striking and fielding	<p>Extra curricular clubs Intra school sport Inter school sport Leadership Academy Officiating courses Sports Captains</p>
<b>PSHE</b>	<p><b>Topic 1 – World of Work:</b></p> <ul style="list-style-type: none"> <li>● Online reputation</li> <li>● Post-16 research</li> <li>● Personal Skills</li> <li>● Resilience</li> </ul> <p><b>Topic 2 – My Money Matters:</b></p> <ul style="list-style-type: none"> <li>● Cost of leaving school</li> <li>● What is involved when being paid, e.g. Income tax, National Insurance, pension etc.</li> <li>● Budgeting</li> <li>● Debt and mental health</li> </ul>	<p><b>Topic 3 – Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>● Domestic Abuse</li> <li>● Child Sexual Exploitation</li> <li>● Grooming</li> </ul> <p><b>Topic 4 – Family Planning:</b></p> <ul style="list-style-type: none"> <li>● Abortion</li> <li>● Harassment and consent</li> <li>● Contraception</li> </ul>	<p><b>Topic 5 – Personal Safety / Wellbeing:</b></p> <ul style="list-style-type: none"> <li>● Adult Wellbeing</li> <li>● STIs and STDs</li> <li>● Recap of laws surrounding and consequences of sharing indecent images and videos</li> </ul> <p><b>Topic 6 – Risk:</b></p> <ul style="list-style-type: none"> <li>● Gambling</li> <li>● Violence</li> <li>● Cannabis debate</li> </ul>	<p>Apprenticeships talk</p>
<b>RE</b>	<p><b>Sikhism beliefs #</b> The nature of God God as the creator Nature of human life Karma, rebirth and mukti 5 stages of liberation Importance of being God-centred The oneness of humanity and the quality of all Equality and Guru Nanak, Guru Gobind Singh and Guru Granth Sahib Sewa Role of the Sangat Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p><b>Sikhism Practices #</b> The gurdwara Guru Granth Sahib Langar Prayer in the home and mediating in God's name Festivals</p>	<p><b>Sikhism Practices continued</b> Pilgrimage Birth and naming ceremony The initiation ceremony</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>There will be questions throughout the lessons, looking at 4 and 5 mark questions and understanding how to answer.</p> <p>At the end of the Topic there will be a full skill test, with a full exam for Sikhism beliefs</p>	<p>Religion and life # Origins of the universe Value of the world Use and abuse of the environment Use and abuse of animals Abortion, Euthanasia, death and the afterlife</p> <p>The existence of God and revelation# the design argument the First Cause argument the arguments from miracles further arguments against the existence of god Special revelation and enlightenment General revelation Different ideas about the divine the value of revelation and enlightenment</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>St Peter and St Paul Church Walsingham pilgrimage trip</p>
<b>Spanish</b>	<p>Knowledge: Festivals: Cultural customs Types of festivals and how they are celebrated Perfect tense – describing a festival or celebration they have been to Life at School: School uniform, school rules, ideal school and how you would choose to improve your school Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Knowledge: Healthy and Unhealthy Living: Food vocabulary and categories of food Exercise and sport Dangers of smoking, alcohol and drugs Using the imperfect tense to compare your health when younger to now Health resolutions Education Post-16: Plans for education post GCSE – college, 6<sup>th</sup> form, university, apprenticeships and training Skills: Listening, reading, speaking, writing, translation Photocard</p>	<p>Knowledge: Marriage and Partnership: Descriptions of boyfriends/girlfriends Ideal Partner Marriage and future plans (accommodation, relationships, children) Environment: Environmental problems and how we can try to reduce or prevent these</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>February – Presentation and Q+A about studying A Level Languages at Hills Road</p> <p>June – Why Not Languages at A Level? Cambridge University taster day for 10 students</p> <p>Intercollege European Day of Languages competition</p>

