NT CURRICULUM

IT'S YOUR STORY TO TELL

Year 10

Learning Journal

Term 1

2022

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Learning Journal
ART

YEAR 10 – Term 1 GCSE ART: Environments

By the end of this unit, I will know:

	Evidenced	Refined	Key Vocabulary
Art - Environments: AO1- Develop ideas through investigations, demonstrating critical understanding of sources.			Abstracted
Be able to research and annotate artists appropriate to the theme "Environments", demonstrating my knowledge, opinions and understanding of the work.			Analyse
Show the planning of my ideas through either design sketches, digital drawing and collage.			Acrylic paint
Be able to reflect on the techniques explored, what worked well, areas for improvements and how those techniques link with the artists I am looking at.			Annotate
Art - Environments: AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.			Angular
Experiment with various observational drawing techniques though a range of materials.			Blend
Experiment with stencilling techniques- cutting, layering and stencilling.			Colour theory
Be able to explore the use of cardboard to create responses to environments- manipulating, layering and cutting effectively.			Composition
Be able to use Photoshop or digital software to effectively edit and develop your photography.			Construct
Explore combinations of mixed media to create surface texture.			Detail
Art- Environments - AO3- Record ideas, observations and insights relevant to intentions as work progresses.			Design
Use tracing as a process to record imagery and ideas.			Digital
Use line, tone and pattern to record texture and surface.			Edit
Understand how to develop photography skills, experimenting with angles, composition, lighting and how to use the camera.			Environments
Evidence through writing; how I intend to manipulate materials, develop ideas within the theme of 'Environments' and evaluate work and ideas as they progress			Experiment
Art - Environments: AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			Geometric
			Intention
			Investigate
			Line drawing
			Observation
			Photoshop
			Primary sources
			Proportion
			Record

Present a stencil outcome that links with the shapes layers found in the environment.

Be able present a card construction linking with appropriate artists and demonstrating your control of the material.

Present a sustained mixed media outcome that links with the artists and shows good control of a range of mediums.

Present a series of well edited Photographs that link with the project of Environments.

Refine

Stencil

Secondary sources

Select

Texture

Tonal drawing

Viewpoint

Target(s)

YEAR 10 – CATERING Term 1

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Food contamination/ High risk foods				
Hygiene and Safety – Bacteria, Food poisoning				
Laws & regulations				
Knife skills				
New Terminology				
Role of the EHO				
How to create and use a Revision Clock				
Bread making- Basic bread doughs				
Sauce making				
Decorative Swiss roll				

Key Vocabulary

Ragu
Roux
Béchamel
Julienne
Brunoise
Mirepoix
Saute
Sweat
Infuse
Fermentation

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Learning Journal
COMPUTER SCIENCE

YEAR 10 - Term 1: Computer Science

By the end of this unit I will be able to:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Unit 1 – Systems Architecture				
I can describe the purpose of the CPU				
I can describe Von Neumann architecture				
I can describe common CPU components and their function				
I can describe the function of the CPU as fetch and execute instructions stored in memory				
I can describe how common characteristics of CPUs affect their performance				
I can describe embedded systems				
I can explain the difference between RAM and ROM				
I can explain the purpose of ROM in a computer system				
I can explain the purpose of RAM in a computer system				
I can explain the need for virtual memory				
I can explain flash memory				
I can describe the need for secondary storage				
I can describe data capacity and calculation of data capacity requirements				
I can compare common types of storage				
I can compare suitable storage devices and storage media for a given application, and the advantages and disadvantages of these				
Unit 5 Algorithms				
I can state what is meant by an algorithm				
I can state what is meant by abstraction				
I can state what is meant by decomposition				
I can use pseudocode to define the steps in a complex algorithm				
I can explain how a merge sort and an insertion sort work				
I can correct or complete a complex algorithm				
I can state the sequence in which items in a sorted list will be examined in a linear and binary search				
I can state the advantages and disadvantages of a linear and binary search				
I can state an advantage of the merge sort and insertion sort over the bubble sort				
I can show the state of a list after the first pass in a bubble sort				
I can use a flowchart or pseudocode to define the steps in a simple algorithm				
I can trace through a simple flow diagram or pseudocode algorithm to determine the output				
I can explain how abstraction is used in a given scenario				
I can explain how decomposition may be used in an algorithm for a given problem				
I can explain how a binary search works				
I can explain how a bubble sort works				
I can show the state of a list at a given point in a bubble sort, merge sort or insertion sort				
I can interpret, correct or complete a short algorithm				

Key Vocabulary

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Learning Journal
DESIGN TECHNOLOGY

YEAR 10 - Design Technology: Term 1

By the end of this unit, I will be able to:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
The impact of new and emerging technologies on:				
The design and organisation of the workplace	✓	✓	✓	✓
Automation and the use of robotics	✓	✓	✓	✓
Buildings and the place of work	✓	✓	✓	✓
Tools and equipment.	✓	✓	✓	✓
Crowd funding	✓	✓	✓	✓
Virtual marketing and retail	✓	✓	✓	✓
Co-operatives	✓	✓	✓	✓
Fair trade	✓	✓	✓	✓
	✓	✓	✓	✓
The impact of resource consumption on the planet:				
Finite	✓	✓	✓	✓
Non–finite	✓	✓	✓	✓
Disposal of waste.	✓	✓	✓	✓
Continuous improvement	✓	✓	✓	✓
Efficient working	✓	✓	✓	✓
Pollution	✓	✓	✓	✓
Global warming	✓	✓	✓	✓
	✓	✓	✓	✓

Key Vocabulary

Fair Trade

Crowd Funding

Finite Resource

Non–finite Resource

Poke yoke

Fossil Fuels

Target(s)

Target…

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DRAMA

YEAR 10 – Term 1 Drama: Written Exam

By the end of this unit:	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Basic skills I need for this component					
I can read the question and pick out keys words. I am able to refer to these throughout my answer.					
My legibility and speed of writing meets the time limit and I spend the right amount of time on each question					
I am able to use subject specific terminology					
I can proof read my answer					
Section A: Theatre Roles and Terminology 4 Marks					
I understand stage positioning, can identify the different types of stages and can identify the roles and responsibilities of theatre makers in contemporary modern practice					
Section B: Set Play 44 Marks					
I understand the plot of our set text					
I am developing the knowledge of the characters in the play					
I understand the context of the play					
I can interpret how I would use my vocal skills to create meaning for the audience (intonation, pause, accent, volume, pitch, timing, pace)					
I can interpret how I would use my physical skills to create meaning for the audience (facial expression, body language, gait, gesture, posture, stance)					
I can suggest how meaning is conveyed through costume, hair and make-up in our set text (period, material, colour)					
I can comment on how lighting could create meaning for the audience (colour, intensity, direction)					
I can suggest how sound design could create meaning for an audience (diegetic, non-diegetic, effects, music, amplification, pace)					
I can suggest how space and spatial relationships could create meaning for an audience (blocking, proxemics, staging)					
I can suggest how special effects could create meaning for an audience (smoke, projections, pyrotechnics, multimedia show)					
I can interpret a set design for the play (staging, scale, colour, texture, context)					
Section B: Live Theatre Production 32 Marks					

I can describe and evaluate how the actor's vocal skills created meaning for an audience (intonation, pause, accent, volume, pitch, timing, pace)					
I can describe and evaluate how the actor's physical skills created meaning for the audience (facial expressions, body language, gait, gesture, posture, stance)					
I can describe and evaluate how the use of space in the performance created meaning for the audience. (proxemics, staging, spatial relationships).					
I can describe how lighting was used to support that action in the performance (colour, intensity, direction and atmosphere)					
I am able to evaluate the use of sound and successful it was at helping to communicate the action of the production. (diegetic, non-diegetic, effects, music, amplification, pace).					
I am able to describe how costumes were used to help communicate meaning to the audience (shape, fit, fabric, accessories, colour, texture)					
I am able to evaluate the use of set and how it created meaning for an audience (levels, type of staging, materials)					

Target(s)

Year 10 Term 1 Engineering

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Engineering Drawing:				
British Standards BS8888 & Engineering Drawing.				
Setting up a basic drawing – Title block and conventions.				
Setting up a CAD drawing				
Simple orthographic projection.				
Applying dimensions, centre lines and scale.				
Understanding isometric projection.				
Creating isometric views from orthographic views.				
Creating orthographic views from isometric views.				
Engineering Drawing (making task):				
Learning how engineering drawings are used in manufacturing.				
Use a set of engineering drawings to produce a small product				
Understanding orthographic and isometric projections –dimensions and tolerance limits				

Key Vocabulary

BS8888

CAD/CAM

Orthographic projection

Isometric

Hidden Detail

Centre line

Dimensions

Target(s)

Be able to create accurate working CAD drawings to BS8888 and be able to manufacture a product from a working drawing.

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ENGLISH

YEAR 10 – Term 2 A Christmas Carol

By the end of this unit, I will be able to understand…

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
What are some social and historical facts about British society in Victorian London?					
What you learn about the characters and their priorities in stave one?					
How is the text a construct and the characters as representative of themes?					
How does Dicken's implore the readership to have sympathy for the poor?					
What does Marley warn against, and why would this be relevant to a Victorian audience? How does this link to the concept of free will?					
How did A Christmas Carol help to shape the way Victorians celebrated Christmas?					
How does the appearance of the Ghost of Christmas Past reflect its purpose and intention? Why is it constructed in a way which makes it look less threatening than Marley?					
How does Fezziwig represent morality and social responsibility?					
How does our opinion of Scrooge change in chapter 2?					
How does the appearance of the Ghost of Christmas Present's appearance represent some of its values? What is a Cornucopian mindset?					
How do The Cratchits indirectly challenge Scrooge's derogatory views of the poor? How does Dickens present family as the fundamental building block to society?					
How does this chapter shape our interpretation of Fred? How does he embody Christian values?					
How does the appearance of the Ghost of Christmas Present reflect its significance? How does this character link to the Grim Reaper?					
How does the theme of consequence feature in this chapter? What does Dickens imply about free will?					
Why is the novella written in staves? What theme does this link with?					
Structurally, how is the ending cyclical, and what does this show?					
What is the difference between charity and philanthropy?					
How does A Christmas Carol reflect a narrative for social change?					

Target(s)

Target…

REP YEAR 10 - Term 1&2: Islamic Beliefs

By the end of this unit, I will know:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF	
	✓	✓	✓	✓	
The six articles of faith in Sunni Islam and five roots of 'Usul ad-Din in Shi'a Islam, including key similarities and differences.					
The Oneness of God (Tawhid), Qur'an Surah 112.					
The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.					
Angels, their nature and role, including Jibril and Mika'il.					
Predestination and human freedom and its relationship to the Day of Judgement.					
Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.					
Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.					
The holy books: Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.					
The imamate in Shi'a Islam: its role and significance.					

YEAR 10 - Term 1: R068 Design a Business Proposal

By the end of this unit:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Topic Area 1: Market Research					
I can give a comprehensive explanation of the overall aims of the market research.					
I can justify the sampling method(s) to be used, evidencing clear understanding.					
I have created three comprehensive, accurate and fully effective market research tools resulting in completed research outcomes that are fully relevant to the aims.					
I have collated the results and uses effective method(s) to present the research outcomes.					
I have performed comprehensive analysis of the collated results.					
Topic Area 2: How to identify a customer profile					
I have described in detail the features of a specific customer profile using market segmentation techniques					
I have given a detailed justification of the selected customer profile, with reference to the market research findings.					
Topic Area 3: Develop a product proposal					
I have created an outline of an appropriate design mix with comprehensive justification.					
I have generated product design ideas with effective use of creative techniques.					
I have given a comprehensive description of how the design mix and market research findings have informed one of the designs.					
I have produced a comprehensive summary of the strengths and weaknesses of the design proposal. Detailed reference is made to the self-assessment and the verbal and written feedback gathered.					

I have modified my design, with clear relevance to self-assessment and feedback, are carried out with full description.					
My reasons for choosing the final design are fully justified, with reference to both the design mix and feedback.					

Target(s)

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FRENCH

YEAR 10 - Term 1: French

By the end of this unit, I will be able to:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
	✓	✓	✓	✓
Qui suis-je? - Me, my family, friends and relationships				
use prior knowledge to introduce myself				
show knowledge of (name, age, birthday, months, numbers, alphabet, phonics, family, pets, opinions)				
talk about friends and what makes a good friend				
use present and irregular verbs in the present tense				
describe people				
use a wide range of adjectives				
talk about family relationships				
use reflexive verbs in the present				
talk about my life when I was younger				
use the imperfect tense				
discuss role models				
talk about future plans in terms of family, friends, marriage and relationships				
Le temps de loisirs - Free time				
use a range of leisure activities				
talk about sports				
use depuis+ present				
talk about books and reading				
use negatives				
use the imperfect tense with more confidence				
talk about TV and film				
talk about French TV and film				
use the comparative				

use direct object pronouns				
discuss actors and films				
use superlative adjectives				
discuss music				
talk about French music				
make arrangements to go out				
use the near future tense				
describe a day out				
use the perfect tense to talk about what you did /have done				
describe a night out with friends				

Target(s)

YEAR 10 - Term 1 Geography

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Theme 2: Rural Urban Links **Key Idea: 2.2 Population and Urban Change**					
A01 KNOWLEDGE I can					
Describe how the UKs population has changed in the last 150 years					
Define the term birth rate, ageing population, migration					
Identify the 8 features of a Sustainable Community (The Egan's Wheel) and describe an example of a sustainable urban community (BedZed).					
Define the terms Greenfield site and Brownfield site					
Describe the location and features of one named Greenfield site and one named Brownfield site in the UK (Before and After)					
A02 UNDERSTANDING I can.....					
Explain why the UK has: - Fairly low Birth Rates and very low death rates (leading to Natural Increase). - An ageing Population. - More migration into the country than out of the country. *Give Social, Political and Economic factors (reasons) for these.*					
Explain why (and where) new houses are needed in the UK					
Explain the consequences of an Ageing Population in the UK					
Give a range of factors which have changed retailing (shopping) in the UK *(including Economic, Cultural and Technological Changes)*					
Theme 2: Rural Urban Links **Key Idea: 2.3 Global Cities**					
A01 KNOWLEDGE I can					
Define the terms urbanisation and globalisation					
Describe which parts of the World are experiencing rapid urbanisation and how this has changed over time.					
Define the terms Mega City and Global City					
Identify features of a Global City using examples					
Give specific examples to show one Global City in a LIC/NIC (Mumbai) and one Global City in a HIC (London) are connected to the rest of the World.					

Describe the way of life (housing, jobs, lifestyles) and challenges in one Global City in a LIC/NIC and one Global City in a HIC				
Define and give examples/features of the Informal Economy found in LICs/NICS				
A02 UNDERSTANDING I can.....				
Give a range of Push and Pull Factors to explain why people migrate from Rural to Urban areas or to different parts of a city (and reasons for Counter-urbanisation in HICs)				
Explain the cause of Natural Population change (Natural Increase) reasons for Higher Birth Rates in LICs/NICs (compared to HICs).				
Identify the advantages and disadvantages of informal employment				

Target(s)

Target…

Year 10 - Term 1: Health and Social Care
R033 Supporting Individuals Through Life Events

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Topic Area 1: Life stages				
• Describe the milestones of growth and development that the individual has experienced during young adulthood (19–45 years), using PIES.				
• For the same life stage, explain how the growth and development of the individual has been affected by: □ two environmental factors □ two social factors □ two economic factors				
Topic Area 2: Impacts of life events				
• Describe two life events that the individual experienced, including the life stage(s) when they happened.				
• Explain the impacts of one of these life events on your chosen individual at the time it occurred. You must consider the following impacts: □ physical □ intellectual □ emotional □ social □ financial.				
• If there is no impact for one of the above, you must explain why.				
• Explain the needs of the individual considering the impacts of this one life event.				
• Include the notes from your interview with your evidence.				
• Take photographs or audio recordings, so that your teacher can confirm that you carried out the interview.				

Key Vocabulary

Physical factors

Social factors
Emotional factors

Economic factor

Cultural factors

Environmental factors

Formal

Informal

• Complete the Interview Authentication Form for this task and ask your teacher to sign it.				
Topic Area 3: Sources of support				
• Information about the support that could meet the needs of your individual, considering the following sources: □ formal □ informal □ charities. • A recommendation of support to include: □ justification of your choices, to include how practitioners/care givers will support and meet the individual's needs □ how you have applied person-centred values.				

Target(s)

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HISTORY

YEAR 10 - Term 1: GCSE Paper 1: The Blitz

By the end of this unit, I will know and be able to discuss and answer:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
5.1 The Context of London in the Second World War				
Why was London a target?				
The situation at the start of WWII				
5.2 The First Blitz 7th September 1940-May 1941				
The nature of attacks on London				
Early Problems				
Types of bomb used				
5.3 The Impact of the First Blitz on Civilian Life				
Concerns about morale & shelter life				
Censorship, propaganda, newsreels, and reporting				
Balham Tube disaster				
Baby Blitz & Bethnal Green disaster, 1943				
5.4 V1 & V2 attacks, June 1944-March 1945				
V1 attacks				
V2 attacks & Deptford bombings				
Local newspapers				
5.5 London's response to the war				
Monarchy and government				
Continuing leisure activities in London				
5.1 The Context of London in the Second World War				
Why was London a target?				
The situation at the start of WWII				

Key Vocabulary

London County Council (LCC)
Air Raid Precautions Act
Air Raid Precautions (ARP)
Civil Defence
Blackouts
Mass Observation
Evacuation
Air raid shelters
Anderson shelter
Morrison shelter
Black Saturday
South Hallsville School
Mickey's shelter
Incendiaries
Censorship
Propaganda
Balham Tube disaster
Baby Blitz
Bethnal Green disaster
V1 & V2 rockets

Target(s)

Year 10: Term 1 Creative iMedia

By the end of this unit, I will:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
R094 Visual identity and digital graphics Topic Area 1					
Design concept for the visual identity is fully suitable for the client.					
Justification shows comprehensive understanding of the extent to which the visual identity is fit for purpose.					
Produce detailed planning documentation for the digital graphic product.					
R094 Visual identity and digital graphics Topic Area 2					
Use of technical skills to create the visual identity is effective.					
Properties and format(s) of the visual identity are clearly appropriate. All assets are prepared for use in the digital graphic. Use of technical skills to prepare assets is effective.					
Use of tools and techniques to create the digital graphic products is effective.					

Target(s)

YEAR 10 - Term 1 Developing Algebra and Similarity

By the end of this unit, I will know how to:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
	✓	✓	✓	✓
Congruence, similarity and enlargement				
Enlarge a shape by an integer & fractional scale factor				
Identify similar shapes				
Find missing angles & lengths in similar shapes				
Use parallel lines to find missing angles				
Establish a pair of triangles are similar				
Understand the difference between congruence & similarity				
Understand congruent triangles				
Higher Tier only:				
Enlarge a shape by a negative scale factor				
Areas of similar shapes				
Volumes of similar shapes				
Prove a pair of triangles are congruent				
Trigonometry				
Understand hypotenuse, adjacent & opposite sides				
Use sine, cosine & tangent to find missing lengths				
Use sine, cosine & tangent to find missing angles				
Use Pythagoras to find missing sides				
Know/use exact trigonometric values				
Higher Tier only:				
Use trigonometry in 3D shapes				
Use 1/2absinC to find the area of non-right angles triangles				
Use sine rule to find missing sides or angles				
Use cosine rule to find missing sides or angles				
Equations and inequalities				
Form and solve one-step & two-step equations				
Form and solve one-step & two-step inequalities				
Represent inequalities on a number line				
Draw straight line graphs				
Solve equations using straight line graphs				
Form & solve equations with unknowns on both sides				

Key vocabulary

Enlarge: to make a shape bigger (or smaller) by a given multiplier

Scale Factor: the multiplier of enlargement

Centre of enlargement: the point the shape is enlarged from

Similar: when one shape can become another with a reflection, rotation, enlargement or translation.

Congruent: the same size and shape

Corresponding: items that appear in the same place in two similar situations

Parallel: straight lines that never meet (equal gradients)

Constant: a value that remains the same

Inverse: function that has the opposite effect.

Hypotenuse: longest side of a right-angled triangle. It is the side opposite the right-angle

Variable: a symbol for a number we don't know yet.

Equation: an equation says that two things are equal–it will have an equals sign=

Expression: numbers, symbols and operators grouped together to show the value of something

Identity: An equation where both sides have variables that cause the same answer includes ≡

Form & solve inequalities with unknowns on both sides					**Linear:** an equation or function that is the equation of a straight line **Intersection:** the point that two lines meet **Substitute:** replace a variable with a numerical value **Eliminate:** to remove
Higher Tier only:					
Represent solutions to inequalities using set notation					
Show solutions to inequalities on a graph					
Solve quadratics by factorisation					
Solve quadratic inequalities in one variable					
Simultaneous equations					
Understand the idea of multiple solutions					
Solve a pair of simultaneous equations graphically					
Solve a pair of simultaneous equations algebraically					
Form & solve simultaneous equations from given information					
Higher Tier only:					
Solve non-linear simultaneous equations graphically					
Solve non-linear simultaneous equations algebraically					
Solve a pair of simultaneous equations with a third unknown					

Target(s)

Year 10 Term 1: Advertising & Marketing

By the end of this unit, I will

By the end of this unit, I will know:	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	
Media Language					
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, including 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 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 media products can influence meaning					
fundamental principles of semiotic analysis, including denotation and connotation					
theoretical perspectives on genre, including principles of repetition and variation; the dynamic nature of genre; hybridity and intertextuality					
theories of narrative, including those derived from Propp					
Representation					
the ways in which the media re-present (rather than simply present) the world, and construct versions of reality					
• 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, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly					
• 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 and 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				
• theoretical perspectives on representation, including processes of selection, construction and mediation; also, including theoretical perspectives on gender representation, including feminist approaches				

Target(s)
Target…

GCSE Music Year 10 Term 3

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Component 1: Dynamics - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……					
Italian terms with abbreviations					
Pianissimo (pp)					
Piano (p)					
Mezzo-piano (mp)					
Mezzo Forte (mf)					
Forte (f)					
Fortissimo (ff)					
Crescendo <					
Diminuendo >					
Rhythm - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……					
Rests, note durations					
Syncopation					
Time signatures					
Tempos with Italian terms					
Polyrhythm					
Augmentation/ diminution					
Anacrusis					
Structure - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……					
Binary					
Ternary					
Rondo					
Arch-shaped, through-composed					
Theme and variations					
Sonata					
Concerto					
Cadenza					

Call and response				
Song form				
Melody - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……				
Conjunct				
Disjunct				
Arpeggio, broken chords, triadic				
Scalic				
Intervals within one octave				
Passing notes				
Diatonic				
Chromatic				
Slide/portamento				
Ornamentation - Trills				
acciaccaturas				
appoggiaturas				
Ostinato				
Phrasing				
articulation				
Instrumentation - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……				
The Orchestra – strings, brass, woodwind, percussion,				
Pop/Rock instruments				
Instrumental technique – pizzicato, tremolo, pitch bend, mute				
Texture - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……				
Polyphonic				
Homophonic				
Monophonic				

Melody and accompaniment,				
Heterophonic				
Imitation				
Harmony and Tonality - I can recognise and define the term / I can apply the term in class discussion/listening tasks/exam questions……				
Chords, primary chords, major/minor chords				
Keys and key signatures, major, minor, modal, bitonal, atonal				
Elements and key terminology relating to Area of **Study 3 - Traditional Music** **Melody - I can recognise and define the term / I can apply the term in class discussion/listening**				
Blue Notes				
Pentatonic, whole tone, modal				
Slide/Glissando/portamento, pitch bend, appogiaturas				
Ostinato				
Riff				
Melody - scat				
Melisma				
Improvisation				
Tonality - I can recognise and define the term / I can apply the term in class discussion/listening				
Modal				
Pentatonic				
Structure - I can recognise and define the term / I can apply the term in class discussion/listening				
Strophic, verse/chorus, cyclic				
Call and response				
Popular song forms				
12/16 bar Blues				

Year 10: BTEC Tech Award in Music Practice

Component 1: Exploring Music Products and Styles	Define ✓	Apply ✓
Melody and Articulation - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Conjunct		
Disjunct		
Arpeggio, broken chords, triadic		
Scalic		
Intervals within one octave		
Passing notes		
Diatonic		
Chromatic		
Slide/portamento		
Ornamentation / Trills		
acciaccaturas		
appoggiaturas		
Ostinato		
Phrasing		
Sequence		
Imitation		
Staccato		
Legato		
Accent		
Pizzicato		
Arco		
Vibrato		
Tonguing		
Dynamics and Texture - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Italian terms with abbreviations		
Pianissimo (pp)		

Piano (p)		
Mezzo-piano (mp)		
Mezzo Forte (mf)		
Forte (f)		
Fortissimo (ff)		
Crescendo <		
Diminuendo >		
Homophonic		
Monophonic		
Polyphonic		
Unison		
Solo		
Duet		
Melody and accompaniment		
Structure - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Binary		
Ternary		
Rondo		
12 Bar Blues		
Arch-shaped, through-composed		
Theme and variations		
Sonata		
Call and response		
Song form		
Chorus / Verse / Bridge		
Introduction / Outro / Coda		
Harmony, Tonality, Scales and Modes - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Primary triads		
Power Chords		
7th Chords		
Extended chords		
Arpeggio		
Major		
Minor		

Inversion		
Modulation		
Cadence		
Major scale		
Minor scale		
Blues Scale		
Modes – Dorian, Mixolydian etc		
Instrumentation - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
The four families of Orchestral instruments – strings, brass, woodwind, percussion,		
Pop/Rock instruments		
Instrumental technique – pizzicato, tremolo, pitch bend, mute		
Use of Technology – Guitar effects, Amplifies, Autotune etc		
Rhythm, Tempo and Time Signatures - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Rests, note durations		
Syncopation		
Time signatures		
Tempos with Italian terms		
Polyrhythm		
Swing		
One drop		
Off beat		
Production - I can recognise and define the term **I can apply the term effectively when evaluating the features of a specific genre**		
Dynamic and Condenser microphones		
Microphone techniques		
Recording style – eg live, multitracked		
Sampling		
Looping		
Use of plug-ins and FX		
Turntablism		
Automation		
DAW		
MIDI		
Music Industry Products – I can recognise and define these products **I have developed the skills necessary to create these products**		

Live performance		
Audio recording		
Composition for media – Film, Tv, Adverts, Computer game		
Original song or composition		
Digital Audio Workstation (DAW) project		

Component 2: Exploring Music Products and Styles

Professional Skills for the Music Industry - I can define the skill **I have developed and utilised the skill in my own practice**		
Time management		
Self-discipline		
Working with others		
Correct and safe use of equipment		
Identifying resources required		
Auditing existing skills and maintaining a development plan		
Strategies for skill development		
Managing equipment and resources		
Methods of capturing musical development – portfolios, recordings, drafts etc		
Having a clear and organised approach to communicating		
Methods of sharing and commenting on work – social media, jam sessions, demos, remix		
Performance Skills and Technique Development - I can define the skill **I have developed and utilised the skill in my own practice**		
Timing and Phrasing		
Using rhythm and pitch in the creation of music		
Using equipment, instrumentation or software appropriately		
Expression and Articulation		
Combining instruments/sounds		
Learning repertoire		
Physical preparation and exercises		
Instrumental or vocal technique		
Practice exercises such as scales		
Following accompaniment		
Stage presence		
Performing live		
Composition Skills and Technique Development - I can define the skill **I have developed and utilised the skill in my own practice**		

Timing and Phrasing		
Using rhythm and pitch in the creation of music		
Using equipment, instrumentation or software appropriately		
Expression and Articulation		
Combining instruments/sounds		
Exploring and extending ideas		
Using structure effectively		
Using rhythmic and melodic patterns		
Developing harmony		
Developing melodic ideas		
Music Production Skills and Technique Development - I can define the skill **I have developed and utilised the skill in my own practice**		
Timing and Phrasing		
Using rhythm and pitch in the creation of music		
Using equipment, instrumentation or software appropriately		
Expression and Articulation		
Combining instruments/sounds		
Using software instruments		
Using audio and software tools		
Manipulation techniques		
Inputting and editing audio		
Using effects		
Structuring music		
Recording live instruments		

Component 3: Responding to a Music Brief

Features of a Music Brief and Planning to respond effectively - I can define the skill **I have developed and utilised the skill in my own practice**		
Identifying the creative intentions and purposes product		
Identifying the aim, purpose and requirements of the brief		
Identifying the nature of the specific area of the industry		
Identifying the target audience and company's vision		
Understanding how investigation and exploration can inform the response		
Understanding the rationale behind the selection of musical material		
Investigating musical styles		
Identifying the human and physical resources required		

Proposing structure, version and arrangement		
Proposing a timeline for development		
Creating a format and scope of final response		
Identifying relevant performing skills from Component 2		
Identifying relevant composing skills from Component 2		
Identifying relevant music production skills from Component 2		
Setting and meeting deadlines		
Presenting and Commenting on Your Response to a Music Brief - I can define the skill **I have developed and utilised the skill in my own practice**		
Ensuring quality of outcome – appropriate presentation, audio mix, EQ balance etc		
Ensuring a clear and organised approach to communication		
Utilising Screenshots appropriately and effectively		
Providing commentary to justify creative decisions		
Presenting intentions to a client		
Justifying creative decisions and changes in direction		
Commenting on the development of the product		
Evaluating the suitability of the final product to the target audience		
Evaluating the skills and resources used		
Evaluating application of personal management		
Identifying strengths and areas for development in relation to the process		
Utilising effective methods for capturing your development (screenshots/audio etc)		
Evidencing the discarding, refinement and extension of ideas		
Reflecting on how the musical product meets the requirement of the brief		
Reflecting on your contribution to the creative process		
Reflecting on your strengths and areas of development		

Target(s)

NT CURRICULUM
IT'S YOUR STORY TO TELL

Learning Journal
PHOTOGRAPHY

YEAR 10 – Term 1: GCSE Photography- Environments

By the end of this year, I will know:

Photography- Environments - AO1- Develop ideas through investigations, demonstrating critical understanding of sources.	**Evidenced**	**Refined**
Understand how to research annotate photographers on the theme of "Environments", demonstrating your knowledge, opinions and understanding of their work.		
Be able to respond to photographers through your own practical work showing your understanding of their visual language.		
Be able to show the planning of your ideas and photoshoots through either composition sketches, digital drawing and collage.		
Be able to reflect on the techniques you have explored: what worked well, areas for improvements and how those techniques link with the artists you are looking at.		
Photography- Environments - AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.		
Plan photoshoots effectively considering location, weather and camera kit.		
Be able to experiment with angles, viewpoints and composition and show this through exciting and varied contact sheets. (min 30 photos per shoot)		
Understand to explore the use of colour within your environment photography.		
Understand how to develop your photography skills learning basic camera functions.		
Use Photoshop or digital software to effectively edit and develop your images.		
Use digital and physical collage to create abstract fine art experiments.		
Photography- Environments - AO3- Record ideas, observations and insights relevant to intentions as work progresses.		
Understand to record creatively through the lens, really think and look at the world around you.		
Know to be aware of line, shape, texture, pattern, tone and colour in your photography.		
Understand to develop your understanding of light and time when taking photographs to gain correct exposures.		
Be able to use light painting techniques effectively and imaginatively to explore ideas.		
Understand to develop skills in long exposure photography. (Shutter speed and aperture)		

Key Vocabulary

Analyse
Aperture
Annotate
Composition
Collage
Depth of field
Design
Develop
Edit
Evaluate
Exposure
F-stop
Focus
Intention
Investigate
Light
Location
Observation
Personal
Photograph
Primary source
Record
Research
Refine
Select
Secondary source
Sources
Studio
Sustained
Theme

Be able to evidence through writing: how you intend to develop your ideas within the theme of "Environments" and evaluate your work and ideas as they progress.	
Photography- Environments - AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
Be able to present a response to "Environments"- Abstraction, colour and composition.	
Be able to present a fine art response to Abstract collage work both digital and physical.	
Be able to present a response to Light painting and Long exposure work.	
Understand to learn how to be selective and present a series of well edited and professional Photographs that link with the project of Environments.	

GCSE RS YEAR 10 - Term 1 (Teacher 1): Buddhist Beliefs [2021-2023 intake]

By the end of this unit, I will know:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF	
The concept of Dhamma (Dharma).					
The concept of dependent arising (paticcasamupada).					
The Three Marks of Existence: • anicca (impermanence) • anatta (no fixed self) • dukkha (unsatisfactoriness of life, suffering)					
The human personality, in the Theravada and Mahayana traditions.					
Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness					
Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.					
Human destiny:					
Different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals					
The Buddha's life and its significance: • the birth of the Buddha and his life of luxury • the Four Sights: illness, old age, death, holy man (Jataka 075) • the Buddha's ascetic life • the Buddha's Enlightenment.					
The Four Noble Truths: • suffering (dukkha) including different types of suffering • the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate • the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment • **the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.**					

YEAR 10 Combined Science - Biology - Term 1

By the end of this unit, I will be able:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Plants & Photosynthesis				
Describe the structure of a leaf to include the following plant tissues; epidermal, palisade mesophyll, spongy mesophyll, xylem, phloem and meristem and describe their functions				
Explain how the structure of plant tissues are related to their function within the leaf (plant organ) inc stomata and guard cells				
Describe what happens in photosynthesis, including using a word equation and recognise the chemical formulas for carbon dioxide, water, oxygen & glucose				
Explain why photosynthesis is an endothermic reaction				
Recall the limiting factors of photosynthesis				
Explain how limiting factors affect the rate of photosynthesis, including graphical interpretation (limited to one factor)				
HT ONLY: Explain how the limiting factors of photosynthesis interact, inc graphical interpretation (two/three factors)				
HT ONLY: Explain how limiting factors are important to the economics of greenhouses, including data interpretation				
HT ONLY: Explain and use inverse proportion in the context of photosynthesis				
Required practical 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed				
Describe the process of diffusion, including examples				
Explain how diffusion is affected by different factors				
Describe the process of osmosis (inc calculation of water uptake & percentage gain and loss of mass of plant tissue)				
Required practical 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue				
Describe the process of active transport, including the example in the roots				
Explain the differences between diffusion, osmosis and active transport				
Recall the plant parts that form a plant organ system that transports substances around the plant				
Explain how root hair cells, xylem and phloem are adapted to their functions				
Describe the process of transpiration and translocation including the role of the different plant tissues				
Explain how the rate of transpiration can be affected by different factors (inc naming the factors)				
Describe the role of stomata and guard cells in the control of gas exchange and water loss				

Key Vocabulary

Target(s)

YEAR 10 Separate Science - Biology - Term 1

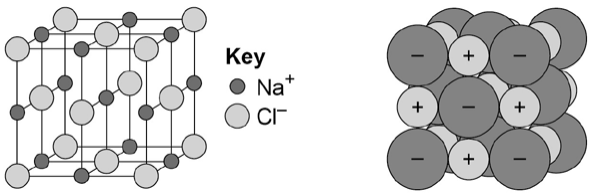
By the end of this unit, I will be able:

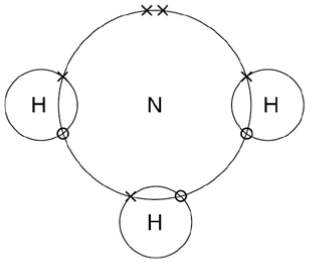
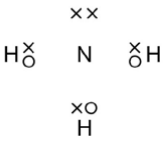
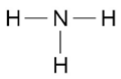
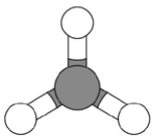
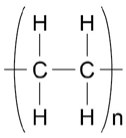
	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Plants & Photosynthesis					
Describe the structure of a leaf to include the following plant tissues; epidermal, palisade mesophyll, spongy mesophyll, xylem, phloem and meristem and describe their functions					
Explain how the structure of plant tissues are related to their function within the leaf (plant organ) inc stomata and guard cells					
Describe what happens in photosynthesis, including using a word equation and recognise the chemical formulas for carbon dioxide, water, oxygen & glucose					
Explain why photosynthesis is an endothermic reaction					
Recall the limiting factors of photosynthesis					
Explain how limiting factors affect the rate of photosynthesis, including graphical interpretation (limited to one factor)					
HT ONLY: Explain how the limiting factors of photosynthesis interact, inc graphical interpretation (two/three factors)					
HT ONLY: Explain how limiting factors are important to the economics of greenhouses, including data interpretation					
HT ONLY: Explain and use inverse proportion in the context of photosynthesis					
Required practical 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed					
Describe the process of diffusion, including examples					
Explain how diffusion is affected by different factors					
Describe the process of osmosis (inc calculation of water uptake & percentage gain and loss of mass of plant tissue)					
Required practical 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue					
Describe the process of active transport, including the example in the roots					
Explain the differences between diffusion, osmosis and active transport					
Recall the plant parts that form a plant organ system that transports substances around the plant					

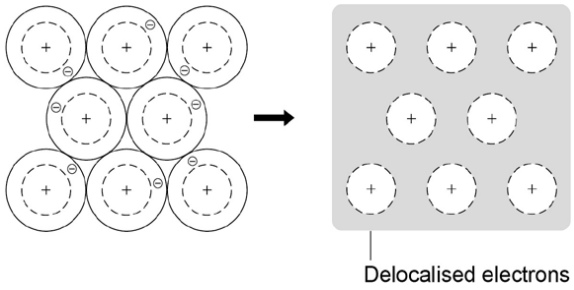
Explain how root hair cells, xylem and phloem are adapted to their functions				
Describe the process of transpiration and translocation including the role of the different plant tissues				
Explain how the rate of transpiration can be affected by different factors (inc naming the factors)				
Describe the role of stomata and guard cells in the control of gas exchange and water loss				
Describe hormone-linked plant responses, to include phototropism and gravitropism and the role of auxin				
HT ONLY: Describe the functions of gibberellins and ethene in plants				
Required practical 8: investigate the effect of light or gravity on the growth of newly germinated seedling				
HT ONLY: Explain the use of plant growth hormones are used in agriculture and horticulture (auxins, ethene and gibberellins)				
Hormones & Homeostasis				
escribe the endocrine system, including the location of the pituitary, pancreas, thyroid, adrenal gland, ovary and testis and the role of hormones				
HT ONLY: Explain the roles of thyroxine and adrenaline in the body as negative feedback systems				
State that blood glucose concentration is monitored and controlled by the pancreas				
Describe the body's response when blood glucose concentration is too high				
Explain what type 1 and type 2 diabetes are and how they are treated				
HT ONLY Describe the body's response when blood glucose concentration is too low				
HT ONLY: Explain how glucagon interacts with insulin to control blood glucose levels in the body				
escribe how water, ions and urea are lost from the body				
Describe the consequences of losing or gaining too much water for body cells				
HT ONLY: Recall that protein digestion leads to excess amino acids inside the body and describe what happens to these				
Describe how the kidneys produce urine				

YEAR 10 Chemistry (combined) - Term 1

By the end of this unit, I will be able:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
2.1.1 Chemical bonds					
State the three types of strong chemical bonds.					
For each bond, state what it is, where it occurs and the particles involved.					
2.1.2 Ionic bonding					
Describe the formation of an ionic bond in terms of electron transfer.					
Represent the electron transfer during the formation of an ionic compound using dot and cross diagrams. For example. $Na^{\bullet} + {}^{\times}\underset{\times\times}{\overset{\times\times}{Cl}}{}^{\times} \longrightarrow [Na]^{+} [{}^{\bullet}\underset{\times\times}{\overset{\times\times}{Cl}}{}^{\times}]^{-}$ (2,8,1) (2,8,7) (2,8) (2,8,8)					
Work out the charge on the ions of elements in group 1, 2, 6 and 7.					
Draw dot and cross diagrams for ionic compounds formed by elements in groups 1 and 2 with elements in group 6 and 7.					
2.1.3 Ionic compounds					
Describe the structure of a giant ionic lattice, with references to the forces holding it together.					
Recognise ionic structures represented in the following forms, for example sodium chloride. 					
Describe the limitations of using dot and cross diagrams to represent a giant ionic structure.					
Describe the limitations of using ball and stick diagrams to represent a giant ionic structure.					

Describe the limitations of using 2D diagrams to represent a giant ionic structure.				
Describe the limitations of using 3D diagrams to represent a giant ionic structure.				
Work out the empirical formula of an ionic compound from given information.				
2.1.4 Covalent bonding				
Describe a covalent bond in terms of electron sharing.				
Recall that some covalent substances consist of small molecules, some have very large molecules, such as polymers, and some have giant covalent structures such as diamond and silicon dioxide.				
Recognise common substances that consist of small molecules from their chemical formula.				
Recognise the covalent bonds in molecules and giants structures in the following forms. **For ammonia (NH_3)**  and/or  and/or  and/or  Polymers can be represent in the form:  poly(ethene) where n is a large number.				
Draw dot and cross diagrams for the molecules of hydrogen, chlorine, oxygen, nitrogen, hydrogen chloride, water, ammonia and methane.				
Represent the covalent bonds in small molecules, in the repeating units of polymers and in part of giant covalent structures, using a line to represent a single bond.				

Describe the limitations of using dot and cross diagrams to represent molecules or giant structures.				
Describe the limitations of using ball and stick diagrams to represent molecules or giant structures.				
Describe the limitations of using 2D diagrams to represent molecules or giant structures.				
Describe the limitations of using 3D diagrams to represent molecules or giant structures.				
Work out the molecular formula of a substance from a given model or diagram in these forms, showing the atoms and bonds in the molecule.				
2.1.5 Metallic bonding				
Describe the structure of a metallic lattice, with reference to positive ions and electrons.				
Describe metallic bonding with reference to electrons.				
Recognise metallic substances in the following forms.  				
2.2.1 The three states of matter				
Describe the particle model.				
Describe the three states of matter using the particle model.				
Explain changes in state using the particle model.				
Explain what determines the melting and boiling point of different substances, with reference to forces, particles, bonding and structure.				
Predict the states of substances at different temperatures given appropriate data.				
Explain the different temperatures at which changes of state occur in terms of energy transfers and the types of bonding present.				
Recognise that atoms themselves do not have the bulk properties of materials.				
Explain the limitations of the particle theory in relation to changes of state .				

2.2.2 State symbols				
State the four state symbols and what they mean.				
Use state symbols in chemical equations.				
2.2.3 Properties of ionic compounds				
Describe the structure of a giant ionic lattice with reference to ions and electrostatic forces.				
Recall that ionic compounds have high melting and boiling points.				
Recall that ionic compounds don't conduct electricity when solid, but do when melted or dissolved.				
Explain the properties of ionic compounds in terms of their structure and bonding.				
2.2.4 Properties of small molecules				
Recall that substances which consist of small molecules are usually gases or liquids and have relatively low melting points and boiling points.				
Describe what happens when these substances melt or boil, with reference to the intermolecular forces present.				
Describe how these forces change as the size of the molecules increase, and the effect this has on the melting and boiling points of substances.				
Recall that these substances don't conduct electricity.				
Explain the properties of small molecules in terms of their structure and bonding.				
Use ideas about the strength of intermolecular forces and covalent bonds to explain the bulk properties of molecular substances.				
2.2.5 Polymers				
Recall that polymers have very large molecules, and that the atoms in the polymer molecules are linked to other atoms by strong covalent bonds				
State the relative strength of the intermolecular forces between polymer molecules, and the effect this has on their state at room temperature.				
Recognise polymers from diagrams showing their structure and bonding.				
2.2.6 Giant covalent structures				
Recall that substances that consist of giant covalent structures are solids with very high melting points.				

Recall that all of the atoms in these structures are linked to other atoms by strong covalent bonds.				
Explain the properties of giant covalent structures in terms of their structure and bonding.				
Describe what happens when these substances melt or boil, with reference to the covalent bonds present.				
Recall that diamond and graphite (which are forms of carbon) and silicon dioxide (silica) are examples of giant covalent structures.				
Recognise giant covalent structures from diagrams showing their bonding and structure.				
2.2.7 Properties of metals and alloys				
Recall that metals have giant structures of atoms with strong metallic bonds.				
Recall that these strong metallic bonds mean that most metals have high melting and boiling points.				
Describe the arrangements of atoms in pure metals.				
Explain the properties of metals in terms of their structure and bonding.				
State what an alloy is and describe how the atoms are arranged.				
Explain the properties of alloys (when compared to pure metals) in terms of their structure and bonding.				
2.2.8 Metals as conductors				
Recall that metals are good conductors of electricity.				
Recall that metals are good conductors of thermal energy.				
Explain these properties of metals in terms of their structure and bonding.				
2.3.1 Diamond				
Describe the structure of diamond.				
Recall that diamond is very hard and has a very high melting point.				
Recall that diamond doesn't conduct electricity.				
Explain these properties in terms of its structure and bonding.				
2.3.2 Graphite				
Describe the structure of graphite.				
Recall that graphite is soft and slippery.				

Recall that graphite has a high melting point.				
Recall that graphite conducts electricity.				
Explain these properties in terms of its structure and bonding.				
2.3.3 Graphene and fullerenes				
Describe the structure of graphene.				
Recall that its properties make it useful in electronics and composites.				
Explain the properties of graphene in terms of its structure and bonding.				
Describe the structure of fullerenes.				
Recall that the first fullerene to be discovered was Buckminsterfullerene (C_{60}) which has a spherical shape.				
Recall that carbon nanotubes are cylindrical fullerenes with very high length to diameter ratios.				
Recall that their properties make them useful for nanotechnology, electronics and materials.				
Recognise graphene and fullerenes from diagrams and descriptions of their bonding and structure				
Give examples of the uses of fullerenes, including carbon nanotubes.				
4.1.1 Metal oxides				
Recall that metals react with oxygen to produce metal oxides.				
Describe reduction and oxidation in terms of loss or gain of oxygen.				
4.1.2 The reactivity series				
Explain what determines the reactivity of a metal.				
Explain why displacement reactions occur.				
State and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water.				
State and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with dilute acids				
Place these metals in order of reactivity.				

Deduce an order of reactivity of metals based on experimental results.				
4.1.3 Extraction of metals and reduction				
Explain why some metals such as gold are found in the Earth as the metal itself but most metals are found as compounds that require chemical reactions to extract the metal.				
State what determines whether a metal can be extracted from its oxide by reduction carbon.				
Interpret or evaluate specific metal extraction processes when given appropriate information				
Identify the substances which are oxidised or reduced in terms of gain or loss of oxygen.				
4.1.4 Oxidation and reduction in terms of electrons (HT only)				
Describe reduction and oxidation in terms of loss or gain of electrons.				
Write ionic equations for displacement reactions.				
Identify in a given reaction, symbol equation or half equation which species are oxidised and which are reduced.				
3.1.1 Conservation of mass and balanced chemical equations				
Recall that the law of conservation of mass states that no atoms are lost or made during a chemical reaction so the mass of the products equals the mass of the reactants.				
Interpret symbol equations representing chemical reactions.				
3.1.2 Relative formula mass				
Calculate the relative formula mass of a compound.				
Recall that in a balanced chemical equation, the sum of the relative formula masses of the reactants in the quantities				

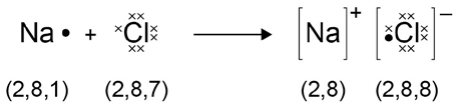
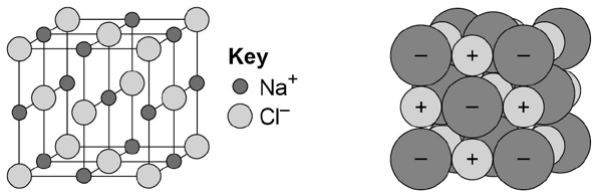
shown equals the sum of the relative formula masses of the products in the quantities shown.				
3.1.3 Mass changes when a reactant or product is a gas				
Give examples of reactions that appear to involve a change in mass.				
Explain why some reactions appear to involve a change in mass.				
3.1.4 Chemical measurements				
Explain what is meant by measurement uncertainty.				
Represent the distribution of results and estimate uncertainty.				
Use the range of a set of measures about the mean as a measure of uncertainty.				
3.2.1 Moles (HT only)				
Recall that chemical amounts are measured in moles. The symbol for the unit mole is mol.				
Recall that the number of atoms, molecules or ions in a mole of a given substance is the Avogadro constant. The value of the Avogadro constant is 6.02×10^{23} per mole.				
Recall that the mass of one mole of a substance in grams is equal to its relative formula mass.				
Use the relative formula mass of a substance to calculate the number of moles in a given mass of that substance and vice versa.				
3.2.2 Amounts of substances in equations (HT only)				
Interpret chemical equations in terms of moles.				
Calculate the masses of substances shown in a balanced symbol equation.				
Calculate the masses of reactants and products from the balanced symbol equation and the mass of a given reactant or product.				
3.2.3 Using moles to balance equations (HT only)				
Recall that the balancing numbers in a symbol equation can be calculated from the masses of reactants and products by converting the masses in grams to amounts in moles and converting the numbers of moles to simple whole number ratios.				
Balance an equation given the masses of reactants and products.				
3.2.4 Limiting reactants (HT only)				

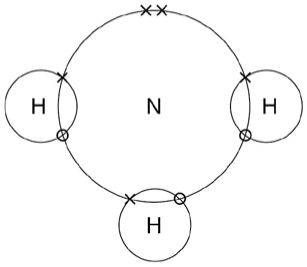
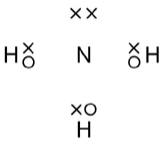
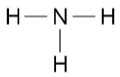
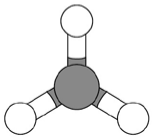
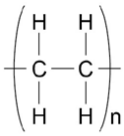
State what it means if a reactant is the limiting reactant.				
State what it means if a reactant is in excess.				
Explain the effect of a limiting quantity of a reactant on the amount of products it is possible to obtain in terms of amounts in moles or masses in grams.				

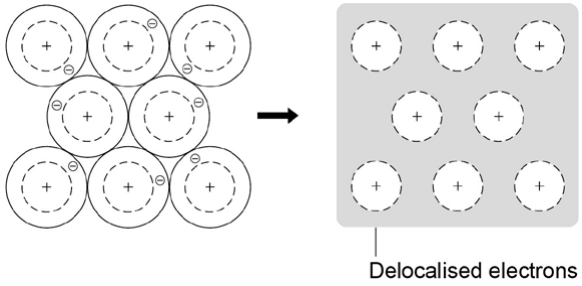
Target(s

YEAR 10 Chemistry (triple) - Term 1

By the end of this unit, I will be able:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
2.1.1 Chemical bonds					
State the three types of strong chemical bonds.					
For each bond, state what it is, where it occurs and the particles involved.					
2.1.2 Ionic bonding					
Describe the formation of an ionic bond in terms of electron transfer.					
Represent the electron transfer during the formation of an ionic compound using dot and cross diagrams. For example.  					
Work out the charge on the ions of elements in group 1, 2, 6 and 7.					
Draw dot and cross diagrams for ionic compounds formed by elements in groups 1 and 2 with elements in group 6 and 7.					
2.1.3 Ionic compounds					
Describe the structure of a giant ionic lattice, with references to the forces holding it together.					
Recognise ionic structures represented in the following forms, for example sodium chloride.  					
Describe the limitations of using dot and cross diagrams to represent a giant ionic structure.					
Describe the limitations of using ball and stick diagrams to represent a giant ionic structure.					
Describe the limitations of using 2D diagrams to represent a giant ionic structure.					

Describe the limitations of using 3D diagrams to represent a giant ionic structure.				
Work out the empirical formula of an ionic compound from given information.				
2.1.4 Covalent bonding				
Describe a covalent bond in terms of electron sharing.				
Recall that some covalent substances consist of small molecules, some have very large molecules, such as polymers, and some have giant covalent structures such as diamond and silicon dioxide.				
Recognise common substances that consist of small molecules from their chemical formula.				
Recognise the covalent bonds in molecules and giants structures in the following forms. **For ammonia (NH_3)**  and/or  and/or  and/or  Polymers can be represent in the form:  poly(ethene) where n is a large number.				
Draw dot and cross diagrams for the molecules of hydrogen, chlorine, oxygen, nitrogen, hydrogen chloride, water, ammonia and methane.				
Represent the covalent bonds in small molecules, in the repeating units of polymers and in part of giant covalent structures, using a line to represent a single bond.				
Describe the limitations of using dot and cross diagrams to represent molecules or giant structures.				

Describe the limitations of using ball and stick diagrams to represent molecules or giant structures.				
Describe the limitations of using 2D diagrams to represent molecules or giant structures.				
Describe the limitations of using 3D diagrams to represent molecules or giant structures.				
Work out the molecular formula of a substance from a given model or diagram in these forms, showing the atoms and bonds in the molecule.				
2.1.5 Metallic bonding				
Describe the structure of a metallic lattice, with reference to positive ions and electrons.				
Describe metallic bonding with reference to electrons.				
Recognise metallic substances in the following forms.  				
2.2.1 The three states of matter				
Describe the particle model.				
Describe the three states of matter using the particle model.				
Explain changes in state using the particle model.				
Explain what determines the melting and boiling point of different substances, with reference to forces, particles, bonding and structure.				
Predict the states of substances at different temperatures given appropriate data.				
Explain the different temperatures at which changes of state occur in terms of energy transfers and the types of bonding present.				
Recognise that atoms themselves do not have the bulk properties of materials.				
Explain the limitations of the particle theory in relation to changes of state .				
2.2.2 State symbols				
State the four state symbols and what they mean.				

Use state symbols in chemical equations.				
2.2.3 Properties of ionic compounds				
Describe the structure of a giant ionic lattice with reference to ions and electrostatic forces.				
Recall that ionic compounds have high melting and boiling points.				
Recall that ionic compounds don't conduct electricity when solid, but do when melted or dissolved.				
Explain the properties of ionic compounds in terms of their structure and bonding.				
2.2.4 Properties of small molecules				
Recall that substances which consist of small molecules are usually gases or liquids and have relatively low melting points and boiling points.				
Describe what happens when these substances melt or boil, with reference to the intermolecular forces present.				
Describe how these forces change as the size of the molecules increase, and the effect this has on the melting and boiling points of substances.				
Recall that these substances don't conduct electricity.				
Explain the properties of small molecules in terms of their structure and bonding.				
Use ideas about the strength of intermolecular forces and covalent bonds to explain the bulk properties of molecular substances.				
2.2.5 Polymers				
Recall that polymers have very large molecules, and that the atoms in the polymer molecules are linked to other atoms by strong covalent bonds				
State the relative strength of the intermolecular forces between polymer molecules, and the effect this has on their state at room temperature.				
Recognise polymers from diagrams showing their structure and bonding.				
2.2.6 Giant covalent structures				
Recall that substances that consist of giant covalent structures are solids with very high melting points.				
Recall that all of the atoms in these structures are linked to other atoms by strong covalent bonds.				

Explain the properties of giant covalent structures in terms of their structure and bonding.				
Describe what happens when these substances melt or boil, with reference to the covalent bonds present.				
Recall that diamond and graphite (which are forms of carbon) and silicon dioxide (silica) are examples of giant covalent structures.				
Recognise giant covalent structures from diagrams showing their bonding and structure.				
2.2.7 Properties of metals and alloys				
Recall that metals have giant structures of atoms with strong metallic bonds.				
Recall that these strong metallic bonds mean that most metals have high melting and boiling points.				
Describe the arrangements of atoms in pure metals.				
Explain the properties of metals in terms of their structure and bonding.				
State what an alloy is and describe how the atoms are arranged.				
Explain the properties of alloys (when compared to pure metals) in terms of their structure and bonding.				
2.2.8 Metals as conductors				
Recall that metals are good conductors of electricity.				
Recall that metals are good conductors of thermal energy.				
Explain these properties of metals in terms of their structure and bonding.				
2.3.1 Diamond				
Describe the structure of diamond.				
Recall that diamond is very hard and has a very high melting point.				
Recall that diamond doesn't conduct electricity.				
Explain these properties in terms of its structure and bonding.				
2.3.2 Graphite				
Describe the structure of graphite.				
Recall that graphite is soft and slippery.				
Recall that graphite has a high melting point.				

Recall that graphite conducts electricity.				
Explain these properties in terms of its structure and bonding.				
2.3.3 Graphene and fullerenes				
Describe the structure of graphene.				
Recall that its properties make it useful in electronics and composites.				
Explain the properties of graphene in terms of its structure and bonding.				
Describe the structure of fullerenes.				
Recall that the first fullerene to be discovered was Buckminsterfullerene (C_{60}) which has a spherical shape.				
Recall that carbon nanotubes are cylindrical fullerenes with very high length to diameter ratios.				
Recall that their properties make them useful for nanotechnology, electronics and materials.				
Recognise graphene and fullerenes from diagrams and descriptions of their bonding and structure				
Give examples of the uses of fullerenes, including carbon nanotubes.				
2.1 Sizes of particles and their properties (Chemistry only)				
Recall that nanoscience refers to structures that are 1–100 nm in size, of the order of a few hundred atoms. Nanoparticles, are smaller than fine particles ($PM_{2.5}$), which have diameters between 100 and 2500 nm (1×10^{-7} m and 2.5×10^{-6} m). Coarse particles (PM_{10}) have diameters between 1×10^{-5} m and 2.5×10^{-6} m. Coarse particles are often referred to as dust.				
Recall that as the side of cube decreases by a factor of 10 the surface area to volume ratio increases by a factor of 10.				
Explain why nanoparticles may have properties different from those for the same materials in bulk				
Recall that these properties may also mean that smaller quantities are needed to be effective than for materials with normal particle sizes.				
Compare 'nano' dimensions to typical dimensions of atoms and molecules.				
2.2 Uses of nanoparticles (Chemistry only)				
Recall that nanoparticles have many applications in medicine, in electronics, in cosmetics and sun creams, as deodorants, and as catalysts. New applications for				

nanoparticulate materials are an important area of research.				
Consider advantages and disadvantages of the applications of these nanoparticulate materials				
Evaluate the use of nanoparticles for a specified purpose when given appropriate information				
Explain that there are possible risks associated with the use of nanoparticles.				
4.1.1 Metal oxides				
Recall that metals react with oxygen to produce metal oxides.				
Describe reduction and oxidation in terms of loss or gain of oxygen.				
4.1.2 The reactivity series				
Explain what determines the reactivity of a metal.				
Explain why displacement reactions occur.				
State and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water.				
State and describe the reactions, if any, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with dilute acids				
Place these metals in order of reactivity.				
Deduce an order of reactivity of metals based on experimental results.				
4.1.3 Extraction of metals and reduction				
Explain why some metals such as gold are found in the Earth as the metal itself but most metals are found as compounds that require chemical reactions to extract the metal.				
State what determines whether a metal can be extracted from its oxide by reduction carbon.				
Interpret or evaluate specific metal extraction processes when given appropriate information				
Identify the substances which are oxidised or reduced in terms of gain or loss of oxygen.				
4.1.4 Oxidation and reduction in terms of electrons (HT only)				

Describe reduction and oxidation in terms of loss or gain of electrons.				
Write ionic equations for displacement reactions.				
Identify in a given reaction, symbol equation or half equation which species are oxidised and which are reduced.				

Target(s)

YEAR 10 Trilogy Science - Physics - Term 1

By the end of this unit, I will be able to:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Atomic structure				
Write down what a radioactive substance is.				
Write down the types of radiation given out from a radioactive substance.				
Write down what happens when a radioactive source emits radiation (radioactive decay).				
Write down the different types of radiation emitted by radioactive sources.				
Describe how the nuclear model of the atom was established.				
Explain why the 'plum pudding' model of the atom was rejected.				
Describe what conclusions were made about the atom from experimental evidence.				
Explain why the nuclear model was accepted.				
Write down what an isotope is.				
Describe how the nucleus of an atom changes when it emits an alpha particle or a beta particle.				
Represent the emission of an alpha particle from the nucleus.				
Represent the emission of a beta particle from the nucleus.				
Write down how far each type of radiation can travel in air.				
Describe how different materials absorb alpha, beta, and gamma radiation.				
Describe the ionising power of alpha, beta and gamma radiation.				
Explain why alpha, beta, and gamma radiation are dangerous.				
Write down what the half-life of a radioactive source means.				
Write down what the count rate from a radioactive source means.				
Describe what radioactive isotopes are used for in medicine.				
Describe how to choose a radioactive isotope for a particular job.				
Describe what type of nuclear radiation be used for medical imaging.				
Explain how to use radioactivity to destroy cancer cells.				
State what nuclear fission is.				
Explain the difference between spontaneous fission and induced fission.				

Key Vocabulary

Ammeter: *an instrument for measuring the size of a current. It is put into a circuit in series with other components.*

Ampere (amps, A): *the unit of electric current. One ampere is a flow of 1 coulomb of charge per second.*

Battery: *a number of electrical cells in series.*

Charge: *a conserved property of some particles (e.g. electron, proton) which causes them to exert a force on each other.*

Component: *a part of something e.g. a lamp might be a component of an electric circuit.*

Diode: *a non-ohmic conductor that has a much higher resistance in one direction (its reverse direction) than in the other direction (its forward direction).*

Discharge: *to remove an*

State what a chain reaction is.				
Describe how a chain reaction in a nuclear reactor is controlled.				
State what nuclear fusion is.				
Describe how nuclei can be made to fuse together.				
Describe where the Sun's energy comes from.				
Explain why it is difficult to make a nuclear fusion reactor.				
State what radon gas is and why it is dangerous.				
Describe how safe nuclear reactors are.				
Explain why nuclear waste is dangerous.				
Electricity				
Describe how electric circuits are shown as diagrams.				
Write down the difference between a battery and a cell.				
Describe what determines the size of an electric current.				
Calculate the size of an electric current from the charge flow and the time taken.				
Write down what is meant by potential difference.				
Write down what resistance is and what its unit is.				
Write down Ohm's law.				
Describe what happens when you reverse the potential difference across a resistor.				
Describe what happens to the resistance of a filament lamp as its temperature increases.				
Describe how the current through a diode depends on the potential difference across it.				
Describe what happens to the resistance of a temperature-dependent resistor as its temperature increases.				
Describe what happens to the resistance of a light-dependent resistor as the light level increases.				
Describe the current, potential difference, and resistance for each component in a series circuit.				
Describe the potential difference of several cells in series.				
Calculate the total resistance of two resistors in series.				
Explain why adding resistors in series increases the total resistance.				
Describe the currents and potential differences for components in a parallel circuit.				
Calculate the current through a resistor in a parallel circuit.				
Explain why the total resistance of two resistors in parallel is less than the resistance of the smaller individual resistor.				

electric charge by conduction.

Earthed: *connected to earth so that any electrostatic charges can flow away.*

Electric field: *a charged object (X) creates an electric field around itself, which causes a non-contact force on any other charged object in the field.*

Electrons: *tiny negatively charged particles that move around the nucleus of an atom.*

Induce: *to create. For example, a wire in a changing magnetic field has a current in it.*

Ion: *a charged atom.*

Light-dependent resistor (LDR): *a resistor whose resistance depends on the intensity of the light incident on it.*

Light-emitting diode (LED): *a diode that emits light when it conducts.*

Neutrons: *uncharged particles of the same mass as protons. The nucleus of an atom consists of protons and neutrons.*

ohm (Ω): *the unit for measuring*

Explain why adding resistors in parallel decreases the total resistance.					*electrical resistance.*
					Parallel: *components connected in a circuit so that the potential difference is the same across each one.*
					Potential difference: *a measure of the work done or energy transferred to the lamp by each coulomb of charge that passes through it. The unit of potential difference is the volt (V).*
					Protons: *positively charged particles with an equal and opposite charge to that of an electron.*
					Resistance: *a way of saying how difficult it is for electricity to flow through something.*
					Series: *components connected in a circuit in such a way that the same current passes through them.*
					Static electricity: *unbalanced electric charges on the surface or within a material.*
					Thermistor: *a resistor whose resistance depends on the temperature of the thermistor.*

					volt, V: *the unit for measuring potential difference (voltage).* **Voltmeter:** *an instrument for measuring the potential difference across a component. Connected in parallel to a circuit.*

Target(s)

YEAR 10 Trilogy Science - Physics - Term 1

By the end of this unit, I will be able:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Atomic structure					
Write down what a radioactive substance is.					
Write down the types of radiation given out from a radioactive substance.					
Write down what happens when a radioactive source emits radiation (radioactive decay).					
Write down the different types of radiation emitted by radioactive sources.					
Describe how the nuclear model of the atom was established.					
Explain why the 'plum pudding' model of the atom was rejected.					
Describe what conclusions were made about the atom from experimental evidence.					
Explain why the nuclear model was accepted.					
Write down what an isotope is.					
Describe how the nucleus of an atom changes when it emits an alpha particle or a beta particle.					
Represent the emission of an alpha particle from the nucleus.					
Represent the emission of a beta particle from the nucleus.					
Write down how far each type of radiation can travel in air.					
Describe how different materials absorb alpha, beta, and gamma radiation.					
Describe the ionising power of alpha, beta and gamma radiation.					
Explain why alpha, beta, and gamma radiation are dangerous.					
Write down what the half-life of a radioactive source means.					

Write down what the count rate from a radioactive source means.				
Describe what radioactive isotopes are used for in medicine.				
Describe how to choose a radioactive isotope for a particular job.				
Describe what type of nuclear radiation be used for medical imaging.				
Explain how to use radioactivity to destroy cancer cells.				
State what nuclear fission is.				
Explain the difference between spontaneous fission and induced fission.				
State what a chain reaction is.				
Describe how a chain reaction in a nuclear reactor is controlled.				
State what nuclear fusion is.				
Describe how nuclei can be made to fuse together.				
Describe where the Sun's energy comes from.				
Explain why it is difficult to make a nuclear fusion reactor.				
State what radon gas is and why it is dangerous.				
Describe how safe nuclear reactors are.				
Explain why nuclear waste is dangerous.				
Electricity topic 2				
Describe how electric circuits are shown as diagrams.				
Write down the difference between a battery and a cell.				
Describe what determines the size of an electric current.				
Calculate the size of an electric current from the charge flow and the time taken.				
Write down what is meant by potential difference.				
Write down what resistance is and what its unit is.				
Write down Ohm's law.				
Describe what happens when you reverse the potential difference across a resistor.				

Describe what happens to the resistance of a filament lamp as its temperature increases.				
Describe how the current through a diode depends on the potential difference across it.				
Describe what happens to the resistance of a temperature-dependent resistor as its temperature increases.				
Describe what happens to the resistance of a light-dependent resistor as the light level increases.				
Describe the current, potential difference, and resistance for each component in a series circuit.				
Describe the potential difference of several cells in series.				
Calculate the total resistance of two resistors in series.				
Explain why adding resistors in series increases the total resistance.				
Describe the currents and potential differences for components in a parallel circuit.				
Calculate the current through a resistor in a parallel circuit.				
Explain why the total resistance of two resistors in parallel is less than the resistance of the smaller individual resistor.				
Explain why adding resistors in parallel decreases the total resistance.				
words I need to know				
Ammeter: *an instrument for measuring the size of a current. It is put into a circuit in series with other components.*				
Ampere (amps, A): *the unit of electric current. One ampere is a flow of 1 coulomb of charge per second.*				
Battery: *a number of electrical cells in series.*				
Charge: *a conserved property of some particles (e.g. electron, proton) which causes them to exert a force on each other.*				
Component: *a part of something e.g. a lamp might be a component of an electric circuit.*				
Diode: *a non-ohmic conductor that has a much higher resistance in one direction (its reverse direction) than in the other direction (its forward direction).*				
Discharge: *to remove an electric charge by conduction.*				
Earthed: *connected to earth so that any electrostatic charges can flow away.*				
Electric field: *a charged object (X) creates an electric field around itself, which causes a non-contact force on any other charged object in the field.*				
Electrons: *tiny negatively charged particles that move around the nucleus of an atom.*				

Induce: *to create. For example, a wire in a changing magnetic field has a current in it.*				
Ion: *a charged atom.*				
Light-dependent resistor (LDR): *a resistor whose resistance depends on the intensity of the light incident on it.*				
Light-emitting diode (LED): *a diode that emits light when it conducts.*				
Neutrons: *uncharged particles of the same mass as protons. The nucleus of an atom consists of protons and neutrons.*				
ohm (Ω): *the unit for measuring electrical resistance.*				
Parallel: *components connected in a circuit so that the potential difference is the same across each one.*				
Potential difference: *a measure of the work done or energy transferred to the lamp by each coulomb of charge that passes through it. The unit of potential difference is the volt (V).*				
Protons: *positively charged particles with an equal and opposite charge to that of an electron.*				
Resistance: *a way of saying how difficult it is for electricity to flow through something.*				
Series: *components connected in a circuit in such a way that the same current passes through them.*				
Static electricity: *unbalanced electric charges on the surface or within a material.*				
Thermistor: *a resistor whose resistance depends on the temperature of the thermistor.*				
volt, V: *the unit for measuring potential difference (voltage).*				
Voltmeter: *an instrument for measuring the potential difference across a component. Connected in parallel to a circuit.*				

Target(s)

Year 10 Term 1

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Part 1					
I understand the difference between stereotypes, prejudice & discrimination; and I understand how I can challenge all three appropriately.					
I understand how alcohol and drugs can affect a person's capacity to consent to sexual activity; and that to have sex with a person under the influence of either can result in prosecution for sexual assault / rape.					
I understand the difference between persuasion, pressure and coercion with regard to consenting to sexual activity, and the various ways that coercive behaviour can be seen in relationships.					
I understand there are different contraceptive choices that can be made; and all contraceptive options have a variety of advantages and disadvantages.					
I understand the decisions and choices that can be faced by people when their normal contraceptive choices fail (emergency contraception, abortion etc).					
I understand the advantages and disadvantages of using male and female condoms (external and internal condoms) to prevent transmission of STIs (sexually transmitted infections).					
I understand the law with regard to the sharing of sexually explicit images ("nudes"), and the short / long term risks that can be associated with these behaviours.					

Target(s)

YEAR 10: GCSE Sociology AQA – Sociological Approach

By the end of this unit, I will know:

There will not be specific exam questions on this topic, but the knowledge is essential for the rest of the course	SUMMARISE ☐	ORGANISE ☐	RECALL ☐	TEST YOURSELF ☐	**Key Vocabulary**
Key Sociological Concepts					
I can identify and describe the differences between social structures, processes, issues and problems					
Describe and explain what sociologists mean by culture, values and norms					
Describe and explain what sociologists mean by socialisation, including primary and secondary socialisation and the agents of socialisation (family, education, media, and peer group)					
Key Theorists					
I can explain the key ideas of Karl Marx and Marxism					
I can explain the key ideas of Emile Durkheim and functionalism					
I can explain the key ideas of Max Weber I can explain the key ideas of feminism					
I can explain the key ideas of Interactionism including labelling					
Context					
I understand key debates within sociology including conflict versus consensus					
I can explain what is meant by discrimination, power and authority					
For each topic area, I can critically evaluate and compare and contrast the above theories and explanations					
I can explain how sociological knowledge and ideas have changed over time					

Target(s)

YEAR 10: GCSE Sociology AQA – Research methods

By the end of this unit, I will know:

	SUMMARISE	ORGANISE	RECALL	TEST YOURSELF	Key Vocabulary
Knowledge of research methods needs to be understood in context of the various social structures, social processes and social issues in the Families, Education, Crime and Stratification topics					
Research Design					
• The establishment of appropriate aims and relevant hypotheses					
• Use of pilot studies					
• Analysis of data.					
• Selection of appropriate sampling methods					
Qualitative and Quantitative Methods					
• Describe and explain qualitative and quantitative methods • Understand the theoretical factors affecting choice of method (Positivism vs Interpretivism) • Assess the value, application, and strengths and weaknesses of different methods including:					
• Questionnaires					
• Observations					
• Interviews					
• Assess the usefulness of the mixed methods approach					
Different types of data					
• Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics					
Primary and secondary sources					
Describe and explain primary and secondary sources of data					
Interpretation of data					
Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data					
Practical issues					
Time, cost and access.					
Ethical issues and how they can be addressed.					
• Consent • Confidentiality • Harm to participants					
Application of Research Methods					

Target(s)

YEAR 10: GCSE Sociology AQA – Families and Households

By the end of this unit, I will know:

	SUMMARISE ☐	ORGANISE ☐	RECALL ☐	TEST YOURSELF ☐	Key Vocabulary
Family Forms					
• Various family forms					-Nuclear, extended, reconstituted, lone parent, single sex, beanpole
• Alternatives to families in the UK					-One-person households, Looked-after children, residential care
• The work of the Rapoport's on family diversity in the UK including the 5 types of diversity they identified.					--Cultural, Organisational, Social Class, Life-course, Cohort (generational)
• Family diversity within a global context.					-Commune, Kibbutz, One-Child policy
Differing views of the functions of families					
• Murdock's Four functionalist perspective about the functions of families					Sexual, reproductive, economic and educational
• Parson's functionalist perspective on the functions of families					- primary socialisation and the stabilisation of adult personalities (warm bath theory)
• Zaretsky's Marxist views on the functions of families					- Capitalism, unit of consumption, refuge for oppression, reproduction of social inequality through inherited wealth
• Feminist views on the functions of families including the views of Delphy and Leonard					Unpaid domestic labour Economic exploitation, Hierarchy and Patriarchy
Conjugal Role for Relationships					
• Joint and segregated conjugal roles, including the domestic division of labour in both traditional and contemporary families • Issues that impact on conjugal role relationships within the contemporary family:					Conjugal roles and dual career families -child rearing and leisure activities
• Willmott and Young and the Symmetrical family (influenced by functionalism)					Rise of feminism, contraception, economic independence, home-centred family life
• Feminist views of conjugal role relationships including the perspective of Oakley on the idea of the conventional family.					Scott and Clery- dual burden, double-shift -Strains of the conventional family

					-Financial inequality and social control -Unrealised expectation -Duncombe and Marsden- Triple Shift
• Parsons Functionalist views on conjugal roles					-Expressive and instrumental conjugal roles
• Marxist views on conjugal roles					
• How is power distributed between partners in relationships?					-Decision making (Jan Pahl) money management -Domestic violence
Changing Relationships Within Families					
• How relationships within families have changed over time: changes in fertility, changing family structures, changing relationship between parents and children, and the wider family					-preindustrial, industrial and contemporary/modern Cohabitation, lone-parent families, reconstituted families, dual-earner families
• Contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly					-Employment and education, autonomy -Sandwich generation -Boomerang children
• The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.					
A variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)					
Marriage and Divorce					
• Marriage in a Global context					Monogamy, Serial monogamy, bigamy, polygamy, polygyny, polyandry, arranged marriage, forced marriage
• Changes in the pattern of marriage in the UK					Decline in marriages, later marriage, civil partnerships, cohabitation
• Changes in the pattern of divorce in Britain since 1945 using relevant statistical data.					
• Reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society					Divorce Reform Act
• The consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families					Emotional distress, social, financial harships, family structure, remarriage

• Contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).					
Criticism of Families					
• Different criticisms of families					Isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families.
• The work of Zaretsky on developments in families from a Marxist perspective					- Capitalism, unit of consumption, refuge for oppression, reproduction of social inequality through inherited wealth
• Delphy and Leonard's feminist critique of families.					Unpaid domestic labour Economic exploitation, Hierarchy and Patriarchy
Methods in Context					

Target(s)

YEAR 10 Term 1 Spanish

By the end of this unit, I will know:

By the end of this unit, I will be able to:	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Module 1 Las Vacaciones- Holidays				
revise the basics introduce myself				
show knowledge of (name, age, birthday, months, numbers, alphabet, phonics, family, pets, opinions)				
give a range of weather and transport				
say what you do in the summer				
use the present tense				
talk about holiday preferences				
use verbs of opinion to refer to others				
say what I did on holiday				
use the preterite tense				
describe where I stayed				
use the imperfect tense				
book accommodation and deal with problems				
use verbs with usted				
give an account of a past holiday				
use three tenses together				
say where I will go on holiday in the future				
use positive and negative opinions				
Module 2 Mi Vida en el Insti – Life at School				
give opinions about school subjects				
describe school facilities				
describe uniform				

use adjectives and make them agree with the noun				
talk about teachers				
use comparatives and superlatives				
describe my school day				
compare then and now in terms of school life				
know a range of negatives				
talk about school rules and problems				
talk about the good and the bad things about school and the changes I would make				
use phrases followed by the infinitive				
talk about plans for a school exchange				
use the near future tense				
talk about activities and achievements				
use object pronouns				
say how long I have been doing something				
translate into English and Spanish phrases about school life				
write at least 40/90/150 words about school life				
describe a photo about school life				

Target(s)

YEAR 10 – Term 1: GCSE Physical Education

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Physical Training – Paper 1				
The concepts of Health and Fitness, including the relationship between them				
The definitions of the Components of Fitness				
How to link Sports and Activities to the required Components of Fitness				
Reasons for and limitations of fitness testing				
How to measure the Components of Fitness and demonstrate how data is collected				
The Principles of Training and Overload				
How to Apply the Principles of Training				
Types of Training				
How to Calculate Intensity e.g. Heart rate				
Considerations to prevent Injury				
High Altitude Training and seasonal aspects				
Warming Up and Cooling Down				
Applied Anatomy and Physiology – Paper 1				
Bones and the Functions of the Skeleton				
Structure of the Skeletal System/Functions of the Skeleton				
Muscles of the Body				
Structure of a Synovial Joint				
Types of Freely Movable Joint that allow different Movements				
How Joints differ in design to allow certain types of Movement				
How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints				

Key Vocabulary

Coordination
Cardiovascular endurance
Muscular endurance
Power
Synovial
Antagonistic
Agonist
Antagonist
Aerobic
Anaerobic
Circumduction
Adduction
Abduction
Flexion
Extension

Target(s)

YEAR 10 – Sport Science Term 1: Principles of training

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓
Task 1: Components of fitness applied in sport (Fitness Testing)				
I am able to and have included in my coursework the following areas for the various fitness tests we have covered.				
For each of the following components of fitness you must describe the appropriate fitness test that is used: - Cardiovascular endurance (12 minute cooper test/ multi-stage fitness test) - Muscular endurance (1 min sit up/ 1 min press up) - Speed (30 metre sprint) - Strength (handgrip dynamometer) - Power (vertical jump) - Agility (Illinois/ T-test) - Balance (standing stork) - Flexibility (sit & reach) - Coordination (wall ball test) - Reaction time (ruler drop)				
Fitness tests				
For each test above I have understand and have included the following: 1. Highlight the component of fitness it focusses on and define the component of fitness. 2. What equipment is needed. 3. Test protocol (step by step guide) 4. Comment on reliability & validity for each test - Reliability: what did you do to ensure the results of your test were accurate everytime? - Validity: How effective is the test at measuring what it is meant to? E.g. sit & reach only measure lower back and hamstring flexibility. 5. Put in normative data table for the relevant test. 6. Compare your results to the national averages and explain how this impacts your 2 chosen sports.				
Task 2: Components of fitness applied in sport (skills drills)				
For each component of fitness you must provide a:				
1. Definition				
2. Relevant fitness tests				

Key Vocabulary

Cardiovascular endurance
Muscular endurance
Speed
Strength
Power
Agility
Balance
Flexibility
Coordination
Reaction time
Protocol
Reliability
Validity

3. Explain how that component of fitness influences the various skills and therefore performance in your 2 chosen sports. - Cardiovascular endurance - Muscular endurance - Speed - Strength - Power - Agility - Balance - Flexibility - Coordination - Reaction time				
Skills drill.				
Choose one of your selected activities and highlight 2 main components of fitness. Then design a test for each of those components of fitness that must include some form of skill performance.				
For each test you must highlight the test protocol.				
Once designed you must complete both tests and analyse the strengths and weaknesses of your data collected and what that means for your chosen activity.				

Target(s)