

BOA

**CREATIVE, DIGITAL & PERFORMING ARTS
ACADEMY**

Y10 CURRICULUM booklet



Artsmark
Platinum Award
Awarded by Arts
Council England

BOA

GROUP
imagine everything



@imagine_boa



/imagineboa

Dear Parents/Carers,

Re: Year 10 Curriculum Booklets 2025 - 2026

Welcome to **Birmingham Ormiston Academy's Year 10 Curriculum Booklet**, which outlines the content of all courses studied by our current Year 10 students.

I hope you find this booklet both **informative** and **helpful** in supporting your child's learning journey.

The purpose of this booklet is to share **learning maps** for all Year 10 courses. These maps provide a clear overview of each subject and include:

- Unit titles and dates of study
- Subject exam board information
- Assessment details and key requirements
- Starting points (assumed prior learning), the sequence of learning objectives (building knowledge and skills), and desired end points (key assessment outcomes)
- Independent study plans and expectations

At Birmingham Ormiston Academy, we pride ourselves on delivering a **curriculum tailored to the individual needs** of our students. This approach ensures they are well-prepared for a wide range of opportunities at post-16. While some subjects remain compulsory as part of the **National Curriculum**, students are also able to select courses that reflect their **interests, strengths, and aspirations**.

As the academic year progresses, there may be **minor updates** to the curriculum outlines and assessment plans included in this booklet. Any significant changes will, of course, be communicated with you in advance.

I would like to take this opportunity to wish your son or daughter **every success** as they embark on this exciting new phase of their education.

Best wishes,



Chris Mitchell
Vice Principal

Contents Page

Table of Contents

The Key Stage 4 Curriculum.....	4
GCSE English Learning Maps	7
GCSE Mathematics Learning Maps	16
GCSE Science (Combined) Learning Maps	64
GCSE Citizenship Learning Maps	79
BTEC L2 Acting Learning Maps	88
BTEC L2 Art & Design Learning Maps	95
BTEC L2 Creative Media Production Learning Maps	108
BTEC L2 Dance Learning Maps	118
BTEC L2 Music Learning Maps	125
BTEC L2 Musical Theatre Learning Maps	136
GCSE Art & Design Learning Maps	143
GCSE Dance Learning Maps	158
GCSE French Learning Maps	171
GCSE Geography Learning Maps	178
GCSE History Learning Maps	186
GCSE Media Studies Learning Maps	192
GCSE Music Learning Maps	201
GCSE Spanish Learning Maps	210
GCSE Science (Triple) Learning Maps	219

The Key Stage 4 Curriculum at BOA

What subjects are offered in Years 10 and 11?

The curriculum at BOA combines compulsory subjects with a specialist pathway course and two additional GCSE option subjects. The academy meets the requirements of the National Curriculum and offers the option to follow the English Baccalaureate.

The Specialisms:

Students study for a BTEC Level 2 Tech Award in their chosen pathway. The BTEC is a specialist vocational qualification highly valued by industry and higher education. It encourages and stimulates students' achievement through practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject area. BTEC courses provide considerable opportunities for teamwork and in-depth study based on specialist activities. The BTEC Level 2 Tech Awards are equivalent to one GCSE qualification. Students are also given the chance to take complementary skills awards, such as the Arts Awards, LAMDA Acting Awards or the IDTA Dance Awards, to strengthen their abilities within specific disciplines.

The specialist pathways on offer at BOA for September 2025 are as follows:

Creative Arts

- BTEC Level 2 Tech Award in Art & Design Practice

Digital Arts

- BTEC Level 2 Tech Award in Creative Media Production

Performing Arts

- BTEC Level 2 Tech Award in Music Practice
- BTEC Level 2 Tech Award in Performing Arts: Acting
- BTEC Level 2 Tech Award in Performing Arts: Dance
- BTEC Level 2 Tech Award in Performing Arts: Musical Theatre

The Compulsory Subjects:

In Year 10, all students will study the following compulsory subjects:

1. English Language and English Literature (2 GCSEs)
2. Mathematics (1 GCSE)
3. Combined Science (2 GCSEs)
4. Citizenship Studies (1 GCSE)
5. Physical Education - Core PE: 'Maintaining a Healthy Lifestyle' (non-exam course)
6. RSE (non-exam course)

GCSE Option Subjects:

Students choose two further subjects from the following lists of GCSE options in order to broaden their learning:

Option Block A:

Art
Dance
French
Geography
History
Media Studies
Triple Science

Option Block B:

Art
Dance
Geography
History
Media Studies
Music
Spanish

Overview of Assessment**Vocational Qualifications
(BTEC Level 2 Tech Award)**

Vocational courses that underpin the specialist pathways at BOA provide experiences and education relevant to working life. You will develop your knowledge, skills and understanding across a broad vocational area, and will also gain experience of work in that area. BTEC courses are assessed mainly through evidence collated in portfolios, but external examinations also contribute significantly.

**GCSEs
(General Certificate of Secondary Education)**

GCSE courses are taught over a two-year period and are started in Year 10. Assessment of GCSE can be via a combination of external examinations and non-exam assessments, all of which are completed under supervised conditions in the academy. The balance between exam and non-exam varies from subject to subject and has been outlined in the 'Assessment by Subject' table on the following page. It is no longer possible to enter students for module / units throughout Year 10 and Year 11, and students will not be able to re-sit modules / units throughout Year 10 or Year 11.

GCSE Citizenship

Since September 2020, all maintained schools and academies must ensure that they deliver RE (relationships education), RSE (relationships and sex education) and PHSE (personal, health, social and emotional education) as part of the curriculum. As GCSE Citizenship enables teachers to deliver large sections of the content outlined in the statutory guidance, all students at BOA are entered for the qualification.

Assessment by Subject

You will have chosen a combination of subjects that provides the right amount of challenge and gives you the best chance for success. The subject descriptions in the following table indicate the methods of assessment for all subjects on offer at BOA:

Subject	Assessed by external examination	Non-exam assessment
BTEC Level 2 Tech Award in Art & Design	40%	60%
BTEC Level 2 Tech Award in Creative Media Production	40%	60%
BTEC Level 2 Tech Award in Music Practice	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Acting	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Dance	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Musical Theatre	40%	60%
GCSE Art & Design	40%	60%
GCSE Citizenship Studies	100%	-
GCSE Dance	40%	60%
GCSE English Language	100%	-
GCSE English Literature	100%	-
GCSE French	100%	
GCSE Geography	100%	-
GCSE History	100%	-
GCSE Mathematics	100%	-
GCSE Media Studies	70%	30%
GCSE Music	40%	60%
GCSE Combined Science (Double Award)	100%	-
GCSE Spanish	100%	25%
GCSE Triple Science	100%	-

The Key Stage 4 Curriculum – in brief:

The table below condenses the information provided throughout this booklet and provided a clear overview of the curriculum offer at Key Stage 4, along with details of qualifications and time allocation per subject:

Subject	Qualification	Time allocation
GCSE English and GCSE English Literature	2 GCSEs	5 hours per week
GCSE Mathematics	1 GCSE	4.5 hours per week
GCSE Combined Science	2 GCSEs	5 hours per week
Pathway	BTEC Award (1 GCSE)	6.5 hours per week
GCSE Option 1	1 GCSE	2.5 hours per week
GCSE Option 2	1 GCSE	2.5 hours per week
Citizenship Studies	1 GCSE	2 hours per week
Physical Education	Non-exam	1 hour per week
TOTAL	Equivalent of 9 GCSEs	29 hours per week

CORE SUBJECT

ENGLISH LANGUAGE AND LITERATURE (GCSE)

Y10



Y10- LEARNING MAP: Language – Diagnostic Scheme



Dates of Study:	Term 1 – 2 weeks	Exam Board:	AQA
Assessments:	Skills based test at end of unit	Qualification Code:	8700
		Tier:	N/A
Additional Information:	Diagnostic unit at beginning of Year 10 to assess students prior knowledge and base skill level		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Some awareness of genre fiction Some awareness of writer’s methods	Be able to articulate some personal response to a piece of fiction writing Be able to discuss writer’s methods in some depth

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
0.1	Beginnings	What makes an effective story opening?
0.2	Presenting Ideas	How can I present my own ideas about a fiction extract?
0.3	Creating Tension	How can writers elicit an emotional response from the reader?
0.4	Establishing Character	What makes a rounded character in fiction?
0.5	Crime Fiction	What are the conventions of crime fiction?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y10 Aut 1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To understand basic linguistic devices To understand the conventions of the crime genre To be able to articulate an explained idea regarding writer’s methods
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To understand a variety of linguistic devices and their effects To understand the conventions of the crime genre and how these can be subverted To be able to articulate a clear idea regarding writer’s methods

Y10- LEARNING MAP: Literature Paper 2 – An Inspector Calls

Dates of Study:	Term 1 – 6 weeks	Exam Board:	AQA
Assessments:	Formal GCSE essay practice at the end of the term	Qualification Code:	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		



An Inspector Calls

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some stage and linguistic methods Understand the relevance of context and the influence it can have over texts	Be able to discuss the purpose and function of linguistic methods and dramatic devices Be able to integrate context into an overall essay style

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Setting the Scene	How does J.B. Priestley introduce the main characters and ideas regarding social class, Capitalism and Socialism?
2.2	Mr Birling	How does J.B. Priestley present Mr Birling as highlighting social injustice?
2.3	Sheila Birling	How does J.B. Priestley present Sheila Birling as immature but with potential to change?
2.4	Gerald Croft	How does J.B. Priestley present Gerald Croft as a character who exploits his social privilege?
2.5	Mrs Birling	How does J.B. Priestley present Sybil Birling as unrepentant?
2.6	Eric Birling	How does J.B. Priestley present Eric Birling as selfish and immature?
2.7	The Ending	How does J.B. Priestley use characters to drive home his Socialist message?
2.8	Developing Interpretations	How does J.B. Priestley create ambiguity?
2.9	Revision and Essay Preparation	What does an effective essay require and how can we produce one?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y10 Aut1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> An understanding of the central ideas of main characters within An Inspector Calls An understanding of the ideologies of Capitalism and Socialism A secure understanding of the requirements of the Modern Prose section of the course
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A thorough understanding of both central and nuanced ideas of main characters within An Inspector Calls A secure understanding of ideologies of Capitalism and Socialism, connected to both Priestley and his work A secure understanding of the requirements of the Modern Prose section of the course, and able to articulate these thoughtfully when writing

Y10- LEARNING MAP: Literature Paper 1 – A Christmas Carol

Dates of Study:	Term 2 – 7 weeks	Exam Board:	AQA
Assessments:	Formal GCSE essay practice at the end of the term	Qualification Code:	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		



A Christmas Carol

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic methods Understand the relevance of context and the influence it can have over texts	Be able to discuss the purpose and function of linguistic methods and structure Be able to integrate context into an overall essay style

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Scrooge and Marley	How does Charles Dickens open the novella effectively?
3.2	The Treatment of the Poor	How does Charles Dickens comment on the conditions for the poor in Victorian Britain?
3.3	A Supernatural Warning	How does Charles Dickens present the ghost of Jacob Marley as a warning to Scrooge?
3.4	The Ghost of Christmas Past	How does Charles Dickens use the Ghost of Christmas Past as a symbol for memory?
3.5	Nostalgia and Regret	How does Charles Dickens present Scrooge's reaction to Fezziwig's Ball?
3.6	Wealth vs Love	How does Charles Dickens present Scrooge's prioritisation of wealth over love in Stave 2?
3.7	The Cratchit Family	How does Charles Dickens create sympathy and admiration for the Cratchit family in Stave 3?
3.8	Responding to an Exam Question	How can I structure and present my ideas effectively?
3.9	Looking Ahead	How does Charles Dickens use visions of future to alter Scrooge's values in Stave 4?
3.10	The Ending	How does Charles Dickens present the final alteration in Scrooge's character in Stave 5?
3.11	Exam Technique - Planning	How can I prepare to write a successful response to an exam-style question?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y10 Aut2)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> An understanding of the central ideas within A Christmas Carol An understanding of the influential context of Victorian Britain A secure understanding of the requirements of the 19th Century text section of the course A development in essay style from prior units
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A thorough understanding of both central and nuanced ideas within A Christmas Carol A secure understanding of the influential context of Victorian Britain, in relation to Dickens and his life A secure understanding of the requirements of the 19th Century text section of the course, and able to articulate these thoughtfully when writing

Y10- LEARNING MAP: Language Paper 1 –



Dates of Study:	Term 3 – 7 weeks	Exam Board:	AQA
Assessments:	Formal GCSE creative writing practice mid-term	Qualification Code:	8700
		Tier:	N/A
Additional Information:	Students to complete a formal paragraph in relation to the skill covered before moving to the next		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic methods and their use Be aware of a range of fiction texts and narrative structures	Be able to utilize a range of linguistic techniques Be able to produce a basic narrative plot

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Introduction to Paper 1	What are the skills required for Language Paper 1?
4.2	Planning a Narrative	How can I plan an engaging narrative?
4.3	Writing a Narrative	How can I engage a reader in my own narrative?
4.4	Planning a Description	How can I plan a deliberately structured description?
4.5	Writing a Description	How can I craft an engaging description?
4.6	Responding to a Fiction Extract	How can I present my own ideas about a fiction extract?
4.7	Question 4 - Methods	How can I analyse a writer's methods to support my thesis statement for evaluation?
4.8	Question 3 - Structure	How can I examine structural devices and their effect?
4.9	Question 2 - Language	How can I analyse language and its impact?

Independent Study Plan

See Independent Study addendum.
(Resources > SoLs > Independent Study > Y10 Spr1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> A secure understanding of the requirements of Language Paper 1 A secure understanding of most skills required to both construct and deconstruct fiction work To have engaged with a variety of diverse fiction texts
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A secure understanding of the requirements of Language Paper 1 A secure understanding of all skills required to both construct and deconstruct fiction work To have engaged with a variety of diverse fiction texts, with increasing complexity

Y10- LEARNING MAP: Language Paper 2 –



Dates of Study:	Term 4 – 6 weeks	Exam Board:	AQA
Assessments:	Formal Q4 GCSE style practice; Spoken language NEA	Qualification Code:	8700
		Tier:	N/A
Additional Information:	Students to complete a formal paragraph in relation to the skill covered before moving to the next		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic methods and their use Be aware of a range of non-fiction texts and narrative structures	Be able to utilize a range of linguistic techniques Be able to produce a basic piece expressing an opinion

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Language 2 - Rhetoric	What is rhetoric?
5.2	Question 1 (Retrieval) + Question 2 (Inference)	What do the terms 'summary' and 'inference' mean and how can I apply them?
5.3	Question 3 - Language	What is the difference between 'inference' and 'analysis'?
5.4	Question 4 – Perspectives	How can writers present their perspectives convincingly?
5.5	Question 5 – Recounting Experiences	How can I present my perspective convincingly?
5.6	Spoken Language – Preparation	How can I deliver a successful presentation on a topic of personal interest?
5.7	Spoken Language – Performance (NEA)	How can I offer constructive feedback on a presentation?

Independent Study Plan

See Independent Study addendum.
(Resources > SoLs > Independent Study > Y10 Spr2)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • A secure understanding of the requirements of Language Paper 2 • A secure understanding of most skills required to both construct and deconstruct non-fiction work • To have engaged with a variety of diverse non-fiction texts • To have completed the Spoken Language NEA
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • A secure understanding of the requirements of Language Paper 2 • A secure understanding of all skills required to both construct and deconstruct non-fiction work • To have engaged with a variety of diverse non-fiction texts, with increasing complexity • To have completed the Spoken Language NEA and reflected on the performance of others

Y10- LEARNING MAP: Literature Paper 2 – Poetry Anthology (War)

Dates of Study:	Term 5 – 6 weeks	Exam Board:	AQA
Assessments:	Formal GCSE essay practice at the end of the term as part of mock exams	Qualification Code:	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		



Poetry Anthology

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic and poetic methods Understand the relevance of context and the influence it can have over texts, particularly British warfare	Be able to discuss the purpose and function of linguistic and poetic methods and structure Be able to integrate context into an overall essay style Be able to construct a single text essay

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Bayonet Charge	How can I link poems through the theme of war and patriotism?
6.2	Exposure	How does 'Exposure' present the realities of trench warfare and oppose the notion of patriotism?
6.3	The Charge of the Light Brigade	What might have been Tennyson's reasons for writing 'The Charge of the Light Brigade'?
6.4	Poppies	How does Jane Weir convey the pain of memory in relation to war?
6.5	Remains	How does Simon Armitage present the invisible injuries of war?
6.6	Kamikaze	How are patriotism and shame presented and compared in 'Kamikaze'?
6.7	War Photographer	How does Carol Ann Duffy communicate the horrors of war?
6.8	Making Comparisons	How can I compare war poems successfully?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y10 Sum 1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> An understanding of the central ideas within Power and Conflict An understanding of some variety of methods used by poets and how to write about them A secure understanding of the requirements of the Poetry Anthology section of the course A development in essay style from prior units
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A thorough understanding of both central and nuanced ideas within Power and Conflict A secure understanding of a wide variety of methods used by poets and how to write about them thoughtfully A secure understanding of the requirements of the Poetry Anthology section of the course, and able to articulate these thoughtfully when writing

Y10- LEARNING MAP: Literature Paper 2 – Unseen Poetry

Dates of Study:	Term 5 – 6 weeks	Exam Board:	AQA
Assessments:	Formal GCSE essay practice at the end of the term as part of mock exams	Qualification Code:	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		



Unseen Poetry

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic and poetic methods	Be able to discuss the purpose and function of linguistic and poetic methods and structure

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
7.1	Unseen Poetry - Wind	How do writers present nature through poetry?
7.2	Unseen Poetry – Borderlines	How do writers explore ideas of identity and place?
7.3	Unseen Poetry – Growing Old	How do writers explore different perspectives?
7.4	Unseen Poetry - Childhood	How do writers explore different perspectives?

Independent Study Plan

See Independent Study addendum.
(Resources > SoLs > Independent Study > Y10 Sum 1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> An understanding of the central ideas presented by poets An understanding of some variety of methods used by poets and how to write about them A secure understanding of the requirements of the Poetry Anthology section of the course A development in essay style from prior units
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A thorough understanding of both central and nuanced ideas within Power and Conflict A secure understanding of a wide variety of methods used by poets and how to write about them thoughtfully A secure understanding of the requirements of the Poetry Anthology section of the course, and able to articulate these thoughtfully when writing

Y10- LEARNING MAP: Literature Paper 2 – Poetry Anthology (Power)

Dates of Study:	Term 6 – 5 weeks	Exam Board:	AQA
Assessments:	Formal GCSE essay practice at the end of the term as part of mock exams	Qualification Code:	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		



Poetry Anthology (Power)

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and diagnostic questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understand some linguistic and poetic methods Understand the relevance of context and the influence it can have over texts, particularly British warfare	Be able to discuss the purpose and function of linguistic and poetic methods and structure Be able to integrate context into an overall essay style Be able to construct a single text essay

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
9.1	London	How does Blake present London during the Industrial Revolution?
9.2	Ozymandias	How does 'Ozymandias' highlight the limits of human power?
9.3	My Last Duchess	How does Browning explore the effects of patriarchy?
9.4	The Emigree	How does Rumens explore feelings of displacement?
9.5	Tissue	How does Dharker use paper as symbol?
9.6	Checking Out Me History	How does Agard explore the relationship between education and identity?
9.7	Storm on the Island	How is the power of nature conveyed in 'Storm on the Island'?
9.8	The Prelude	How is the power of nature conveyed in <i>The Prelude</i> ?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y10 Sum 2)

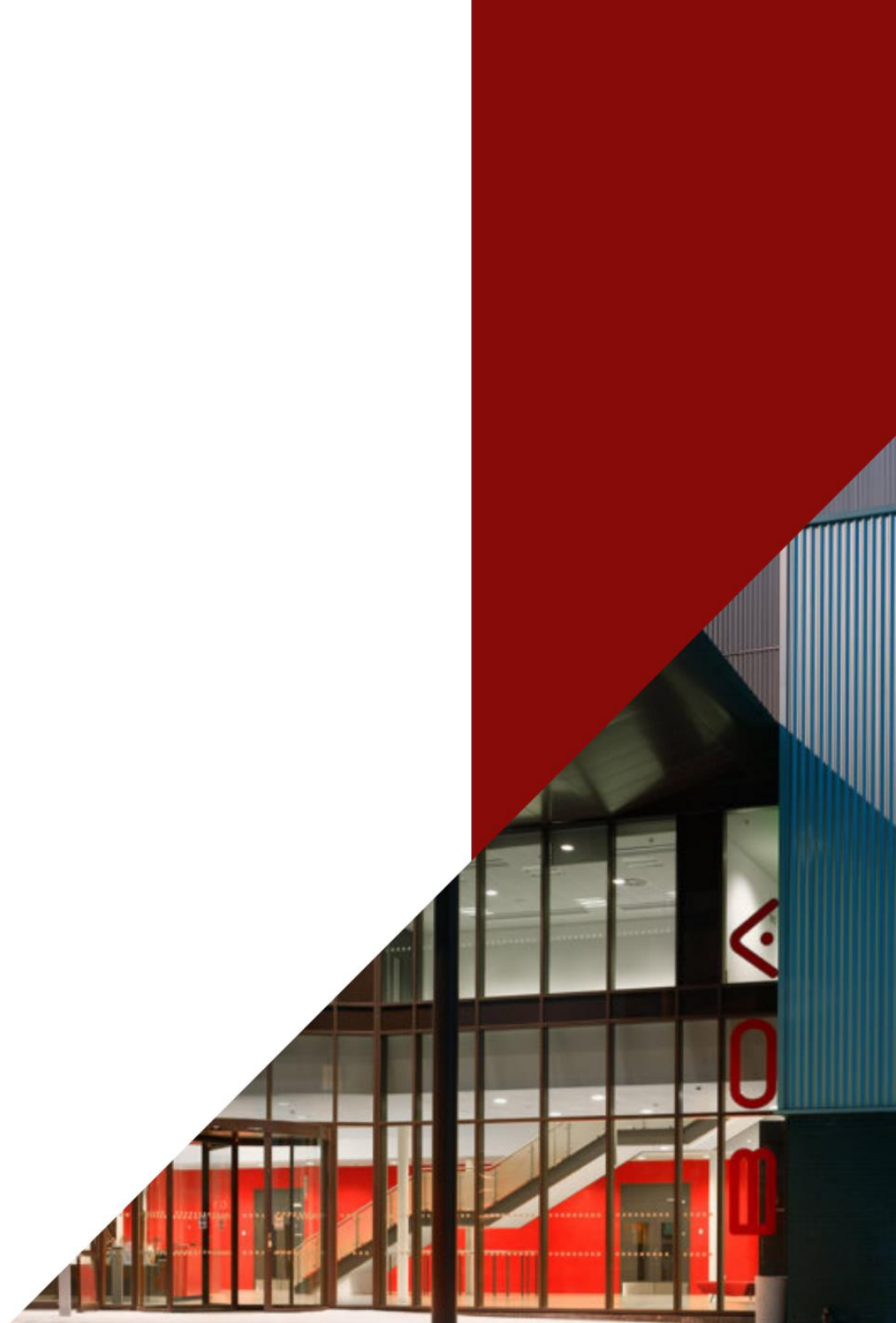
Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> An understanding of the central ideas within Power and Conflict An understanding of some variety of methods used by poets and how to write about them A secure understanding of the requirements of the Poetry Anthology section of the course A development in essay style from prior units
Desired Outcomes for Most Students	<ul style="list-style-type: none"> A thorough understanding of both central and nuanced ideas within Power and Conflict A secure understanding of a wide variety of methods used by poets and how to write about them thoughtfully A secure understanding of the requirements of the Poetry Anthology section of the course, and able to articulate these thoughtfully when writing

CORE SUBJECT

MATHEMATICS (GCSE)

Y10



Y10 LEARNING MAP – UNIT 1: Calculations & Accuracy

Dates of Study:	Term 1 – 3 weeks (8 th – 26 th September)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students will also undertake some initial diagnostic assessments in class. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit will remind students of key mental and written methods of calculation, as well as being fundamental to success in other topics on the non-calculator paper. We aim to avoid unnecessary repetition of teaching from KS3, and where appropriate will focus in this unit on extending fluency in applying these methods to different situations.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the meaning of =, ≠, <, >, ≤, ≥. Know that place value in the decimal system can be used to multiply / divide by powers of 10. Know basic metric units: km, m, cm, mm, litres, ml, kg, g Know and understand how to use the four rules with negative numbers. Know and understand the order of operations (BIDMAS).	Put decimals in order and compare using inequality symbols. Multiply or divide an integer or decimal by 10, 100, 1000. Round decimals to a given number of decimal places. Add and subtract positive or negative integers, using a number line if necessary. Multiply and divide positive or negative integers. Use a written method to multiply or divide large numbers.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Order of Operations	Calculate with directed numbers, using the correct order of operations.
1.2	Powers of 10	Multiply and divide by powers of 10, including negative powers.
1.3	Unit Conversions	Convert one metric unit to another by multiplying or dividing by powers of 10.
1.4	Changing Calculations	Use a related calculation to find the answer to a decimal multiplication or division.
1.5	Multiplying Decimals	Use written methods and knowledge of place value to multiply decimals.
1.6	Dividing by Decimals	Use written methods and knowledge of equivalence to divide by a decimal divisor.
1.7	Significant Figures	Round to a given number of significant figures.
1.8	Estimation	Estimate a calculation, using the correct order of operations.
1.9	Exam Challenge - Calculations	Solve problems involving numerical calculations in different contexts.

Independent Study Plan

Week 1: Decimals, Place Value & Rounding (Knowledge Check via MathsWatch)

Week 2: Simplifying Expressions (Knowledge Check via MathsWatch)

Week 3: Using Formulas (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to convert one metric unit to another. • Be able to use written methods to multiply and divide decimals efficiently. • Be able to use the functions of a calculator to solve multi-step problems.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to round to a given number of significant figures and estimate the result of a calculation. • Be able to use the answer to one calculation to identify the correct answer to a related calculation by considering place value. • Be able to solve problems in context involving approximation of amounts in order to estimate the answer.

Y10 LEARNING MAP – UNIT 1: Calculations & Accuracy

Dates of Study:	Term 1 – 3 weeks (8 th – 26 th September)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students will also undertake some initial diagnostic assessments in class. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information: This unit will remind students of key mental and written methods of calculation, as well as being fundamental to success in other topics on the non-calculator paper. We aim to avoid unnecessary repetition of teaching from KS3, and where appropriate will focus in this unit on extending fluency in applying these methods to different situations.	



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the meaning of =, ≠, <, >, ≤, ≥. Know basic metric units: km, m, cm, mm, litres, ml, kg, g Know and understand how to use the four rules with negative numbers. Know and understand the order of operations (BIDMAS).	Put decimals in order and compare using inequality symbols. Multiply or divide an integer or decimal by 10, 100, 1000. Round decimals to a given number of decimal places. Use the four rules correctly with positive and negative integers. Use a written method to multiply or divide large numbers. Use the functions of a calculator to solve a multi-step problem efficiently.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Unit Conversions	Convert one metric unit to another by multiplying or dividing by powers of 10.
1.2	Changing Calculations	Use a related calculation to find the answer to a decimal multiplication or division.
1.3	Multiplying Decimals	Use written methods and knowledge of place value to multiply decimals.
1.4	Dividing by Decimals	Use written methods and knowledge of equivalence to divide by a decimal divisor.
1.5	Significant Figures	Round to a given number of significant figures.
1.6	Estimation	Estimate a calculation, using the correct order of operations.
1.7	Exam Challenge - Calculations	Solve problems involving numerical calculations in different contexts.
1.8	Bounds and Error Intervals	Identify upper and lower bounds of a rounded value and express its error interval using inequalities.
1.9	Upper and Lower Bounds	Find the upper and lower bounds as the result of calculation.

Independent Study Plan

- Week 1:** Decimals, Place Value & Rounding (Knowledge Check via MathsWatch)
- Week 2:** Negative Numbers & Order of Operations (Knowledge Check via MathsWatch)
- Week 3:** Simplifying Expressions & Substitution (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to convert one metric unit to another. • Be able to use written methods to multiply and divide decimals efficiently. • Be able to round to a given number of significant figures and estimate the result of a calculation. • Be able to use the answer to one calculation to identify the correct answer to a related calculation by considering place value.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to solve problems in context involving approximation of amounts in order to estimate the answer. • Be able to give upper and lower bounds of a rounded value. • Be able to use inequality notation to specify error intervals.

Y10 LEARNING MAP – UNIT 1: Calculations & Accuracy

Dates of Study:	Term 1 – 3 weeks (8 th – 26 th September)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students will also undertake some initial diagnostic assessments in class. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit will remind students of key mental and written methods of calculation, as well as being fundamental to success in other topics on the non-calculator paper. We aim to avoid unnecessary repetition of teaching from KS3, and where appropriate will focus in this unit on extending fluency in applying these methods to different situations.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know and understand how to use the four rules with negative numbers.</p> <p>Know and understand the order of operations (BIDMAS).</p> <p>Know the meaning of significant figures in a number.</p> <p>Know that estimation requires rounding values to 1s.f. or another convenient number.</p>	<p>Multiply or divide an integer by powers of 10.</p> <p>Round decimals to a given number of decimal places or significant figures.</p> <p>Estimate the answer to a calculation.</p> <p>Use the four rules correctly with positive and negative integers.</p> <p>Use a written method to multiply or divide large numbers.</p> <p>Use the functions of a calculator to solve a multi-step problem efficiently.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Changing Calculations	Use a related calculation to find the answer to a decimal multiplication or division.
1.2	Multiplying Decimals	Use written methods and knowledge of place value to multiply decimals.
1.3	Dividing by Decimals	Use written methods and knowledge of equivalence to divide by a decimal divisor.
1.4	Estimation	Estimate a calculation, using the correct order of operations.
1.5	Bounds and Error Intervals	Identify upper and lower bounds of a rounded value and express its error interval using inequalities.
1.6	Upper and Lower Bounds	Find the upper and lower bounds as the result of calculation.
1.7	Exam Challenge – Rounding & Accuracy	Solve problems involving numerical calculations in different contexts.
1.8	Recurring Decimals 1	Write simple recurring decimals as fractions.
1.9	Recurring Decimals 2	Use an algebraic method to write any recurring decimal as a fraction.

Independent Study Plan

Week 1: Unit Conversions, Decimals & Rounding (Knowledge Check via MathsWatch)

Week 2: Simplifying Expressions & Collecting Terms (Knowledge Check via MathsWatch)

Week 3: Substitution & Nth term rules (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to use written methods to multiply and divide decimals efficiently. • Be able to use the answer to one calculation to identify the correct answer to a related calculation by considering place value. • Be able to solve problems in context involving approximation of amounts in order to estimate the answer. • Be able to use inequality notation to specify error intervals.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to find upper and lower bounds for the result of a calculation involving addition or subtraction using rounded values. • Be able to use upper or lower bounds in a calculation involving multiplication or division, e.g. in a compound measures problem. • Be able to write simple recurring decimals as fractions with denominator 9, 99 or 999.

Y10 LEARNING MAP – UNIT 1: Calculations & Accuracy

Dates of Study:	Term 1 – 3 weeks (8 th – 26 th September)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students will also undertake some initial diagnostic assessments in class. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit will remind students of key mental and written methods of calculation, as well as being fundamental to success in other topics on the non-calculator paper. We aim to avoid unnecessary repetition of teaching from KS3, and where appropriate will focus in this unit on extending fluency in applying these methods to different situations.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Know and understand how to use the four rules with negative numbers. Know and understand the order of operations (BIDMAS). Know the meaning of significant figures in a number. Know that estimation requires rounding values to 1s.f. or another convenient number. 	<ul style="list-style-type: none"> Multiply or divide an integer by powers of 10. Round decimals to a given number of decimal places or significant figures. Estimate the answer to a calculation. Use the four rules correctly with positive and negative integers. Use a written method to multiply or divide large numbers. Use the functions of a calculator to solve a multi-step problem efficiently.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Changing Calculations	Use a related calculation to find the answer to a decimal multiplication or division.
1.2	Dividing by Decimals	Use written methods and knowledge of equivalence to divide by a decimal divisor.
1.3	Estimation	Estimate a calculation, using the correct order of operations.
1.4	Bounds and Error Intervals	Identify upper and lower bounds of a rounded value and express its error interval using inequalities.
1.5	Upper and Lower Bounds	Find the upper and lower bounds as the result of calculation.
1.6	Exam Challenge – Rounding & Accuracy	Solve problems involving numerical calculations in different contexts.
1.7	Recurring Decimals 1	Write simple recurring decimals as fractions.
1.8	Recurring Decimals 2	Use an algebraic method to write any recurring decimal as a fraction.

Independent Study Plan

Week 1: Unit Conversions, Decimals & Rounding (Knowledge Check via MathsWatch)

Week 2: Simplifying, Collecting Terms & Substitution (Knowledge Check via MathsWatch)

Week 3: Linear nth term rules & Fibonacci Sequences (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to use written methods to multiply and divide decimals efficiently and solve problems in context involving estimation. • Be able to find upper and lower bounds for the result of a calculation involving addition or subtraction using rounded values. • Be able to use upper or lower bounds in a calculation involving multiplication or division, e.g. in a compound measures problem. • Be able to write simple recurring decimals as fractions with denominator 9, 99 or 999.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Understand the difference between rational and irrational numbers. • Be able to use an algebraic method to write any recurring decimal as a fraction. • Be able to convert recurring decimals to fractions in order to use them in a calculation, for example multiplying together.

Y10 LEARNING MAP – UNIT 2: Algebraic Expressions

Dates of Study:	Term 1 – 2 weeks (29 th September – 10 th October)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Algebra lies at the heart of mathematics. In this unit, students will begin to build on their experience of using algebra in KS3 and clarify their understanding of relationships between quantities expressed in algebraic form.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Understand the concept of variable. Understand and use algebraic notation for multiplication, division and powers. Understand the concepts of term-to-term and position-to-term rules for a sequence. 	<ul style="list-style-type: none"> Substitute numbers into a simple formula, using the order of operations correctly. Generate a number sequence using a term-to-term rule. Write a simple formula to describe a word problem. Interpret the values in a formula in the context of a problem.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Forming Formulae	Write a formula for a real-life problem using an algebraic expression.
2.2	Collecting Like Terms	Collect like terms in an expression with more than one variable.
2.3	Substitution	Substitute values into formulae with more than one variable, following the rules of BIDMAS.
2.4	Changing the Subject 1	Rearrange a one or two-step formula to change the subject.
2.5	Inverse of a Function	Use inverse operations to find the input of a function when given the output.
2.6	Generating Sequences	Use an nth term rule to generate a linear sequence.
2.7	Finding the Nth Term	Find and use the nth term rule for a linear sequence.
2.8	Reasoning with Linear Sequences	Use an nth term rule to determine whether a term appears in a sequence and describe and continue a sequence of geometric patterns.
2.9	Special Sequences	Recognise triangle, square, cube numbers and Fibonacci sequences.

Independent Study Plan

Week 1: Converting Fractions, Decimals and Percentages (Knowledge Check via MathsWatch)

Week 2: Improvement Task form previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to substitute numbers into a more complex formula, following the rules of BIDMAS, and write a formula to describe a multi-step word problem. • Be able to calculate output or input values using a simple expression as a function. • Be able to find the nth term rule for an arithmetic sequence.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to change the subject of a simple formula. • Be able to find and use an nth term rule to describe and continue a sequence of geometric patterns. • Be able to continue a sequence of triangular, square, or cube numbers or a Fibonacci-type sequence.

Y10 LEARNING MAP – UNIT 2: Algebraic Expressions

Dates of Study:	Term 1 – 2 weeks (29 th September – 10 th October)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information:	



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Understand the concept of variable. Understand and use algebraic notation for multiplication, division and powers. Understand the concepts of term-to-term and position-to-term rules for a sequence. Know the correct order of operations (BIDMAS). Understand the concept of a common difference in a linear sequence. Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence. 	<ul style="list-style-type: none"> Substitute numbers into a simple formula, using the order of operations correctly. Generate a number sequence using a term-to-term rule. Write a simple formula to describe a word problem. Interpret the values in a formula in the context of a problem.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Collecting Like Terms	Collect like terms in an expression with more than one variable.
2.2	Changing the Subject 1	Rearrange a one or two-step formula to change the subject.
2.3	Changing the Subject 2	Change the subject of formulae including indices and in solving real life problems.
2.4	Inverse of a Function	Find the input given an output or find the value of x when f(x) is given.
2.5	Finding the Nth Term	Find and use the nth term rule for a linear sequence.
2.6	Reasoning with Linear Sequences	Use an nth term rule to determine whether a term appears in a sequence and describe and continue a sequence of geometric patterns.
2.7	Special Sequences	Recognise triangle, square, cube numbers and Fibonacci sequences.
2.8	Quadratic Sequences	Recognise and use simple quadratic sequences.
2.9	Geometric Sequences	Recognise and use geometric sequences.

Independent Study Plan

- Week 1:** Converting FDP and Adding/Subtracting Fractions (Knowledge Check via MathsWatch)
- Week 2:** Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to substitute numbers into a more complex formula, following the rules of BIDMAS. • Be able to change the subject of a simple formula. • Be able to find and use an nth term rule to describe and continue a sequence of geometric patterns. • Be able to continue a sequence of triangular, square, or cube numbers or a Fibonacci-type sequence.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to write the inverse of a simple function as an algebraic expression. • Be able to change the subject of more complex formulae, e.g. including indices, using an algebraic method. • Be able to generate a simple geometric or quadratic sequence using an nth term rule.

Y10 LEARNING MAP – UNIT 2: Algebraic Expressions

Dates of Study:	Term 1 – 2 weeks (29 th September – 10 th October)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Algebra lies at the heart of mathematics. In this unit, students will begin to build on their experience of using algebra in KS3 and clarify their understanding of relationships between quantities expressed in algebraic form.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
Consolidated through Bell Tasks and Independent Learning	Understand the concept of variable. Understand and use algebraic notation for multiplication, division and powers. Understand the concepts of term-to-term and position-to-term rules for a sequence. Understand the concept of a common difference in a linear sequence. Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence. Know the meaning of the 'subject' of a formula.	Substitute numbers into a simple formula, using the order of operations correctly. Generate a number sequence using a term-to-term rule. Use a position-to-term rule to generate a linear sequence. Change the subject of a simple formula. Recognise and distinguish between linear sequences, Fibonacci sequences, and sequences of square, cube and triangular numbers.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Changing the Subject 2	Change the subject of formulae including indices and in solving real life problems.
2.2	Function Notation	Use function notation $f(x)$ and find an output given the input.
2.3	Inverse of a Function	Find the input given an output or find the value of x when $f(x)$ is given.
2.4	Inverse Functions	Use function notation $f^{-1}(x)$ and find the inverse function algebraically.
2.5	Reasoning with Linear Sequences	Use an nth term rule to determine whether a term appears in a sequence and describe and continue a sequence of geometric patterns.
2.6	Special Sequences	Recognise triangle, square, cube numbers and Fibonacci sequences.
2.7	Quadratic Sequences	Recognise and use simple quadratic sequences.
2.8	Geometric Sequences	Recognise and use geometric sequences.

Independent Study Plan

Week 1: Four Rules with Fractions (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to understand function notation and use an expression to calculate $f(x)$ for given values of x. • Be able to write down an inverse function $f^{-1}(x)$ and use an algebraic method to find the inverse. • Be able to change the subject of more complex formulae, e.g. including indices, using an algebraic method.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to use a geometric formula to generate a sequence of terms growing exponentially and interpret the values in the context of a problem, in particular the 'initial value'. • Be able to solve algebraic problems involving Fibonacci sequences. • Be able to recognise a simple quadratic sequence related to square numbers and write down its nth term rule.

Y10 LEARNING MAP – UNIT 2: Algebraic Expressions

Dates of Study:	Term 1 – 2 weeks (29 th September – 10 th October)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Algebra lies at the heart of mathematics. In this unit, students will begin to build on their experience of using algebra in KS3 and clarify their understanding of relationships between quantities expressed in algebraic form.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Understand the concept of variable and use standard algebraic notation.</p> <p>Know the meaning of the 'subject' of a formula.</p> <p>Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence.</p> <p>Understand the concept of a common difference in a linear sequence.</p> <p>Know the definition of a Fibonacci sequence.</p>	<p>Substitute numbers into a formula, using the order of operations correctly.</p> <p>Write down the inverse of a simple function as an algebraic expression.</p> <p>Find and use an nth term rule for a linear sequence.</p> <p>Change the subject of a formula using an algebraic method.</p> <p>Recognise and distinguish between linear sequences, Fibonacci sequences, and sequences of square, cube and triangular numbers.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Changing the Subject 2	Change the subject of formulae including indices and in solving real life problems.
2.2	Harder Rearranging	Rearrange a formula containing brackets or algebraic fractions.
2.3	Inverse of a Function	Find the input given an output or find the value of x when f(x) is given.
2.4	Inverse Functions	Use function notation $f^{-1}(x)$ and find the inverse function algebraically.
2.5	Quadratic Sequences	Recognise and use simple quadratic sequences related to the square numbers.
2.6	Nth Term of a Quadratic Sequence	Find the nth term rule for any quadratic sequence using the second difference.
2.7	Iteration 1	Understand an iterative formula and calculate a sequence of values.
2.8	Iteration 2	Locate solutions to an equation by trial-and-improvement using the "sign change" rule.
2.9	Geometric Sequences	Recognise and use geometric sequences.

Independent Study Plan

Week 1: Four Rules with Fractions and Calculating Percentages (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to write down an inverse function $f^{-1}(x)$ and use an algebraic method to find the inverse. • Be able to change the subject of more complex formulae, e.g. including indices, using an algebraic method. • Be able to recognise a simple quadratic sequence related to square numbers and write down its nth term rule.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to find the nth term rule for any quadratic sequence by considering the second difference. • Be able to use an iteration formula to calculate a sequence of values and understand that this sequence may in some cases converge to the solution of an equation. • Be able to recognise and continue geometric sequences where the common ratio may be a surd.

Y10 LEARNING MAP – UNIT 3: Proportional Reasoning 1

Dates of Study:	Term 1 & 2 – 4 weeks (13 th October – 14 th November)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information:	



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know simple fraction, decimal and percentage equivalents. Understand that the denominator remains the same when adding / subtracting fractions. Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p>	<p>Convert between fractions, decimals and percentages. Put a list of fractions, decimals and percentages into increasing or decreasing order. Find simple fractions / percentages of an amount. Add / subtract fractions with the same denominator.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Converting between FDP	Convert between fractions, decimals and percentages.
3.2	Comparing and Ordering FDP	Order and compare fractions, decimals and percentages.
3.3	Fractions of an Amount	Calculate fractions of an amount, with or without a calculator.
3.4	Adding and Subtracting Fractions	Add and subtract fractions and mixed numbers with different denominators.
3.5	Multiplying Fractions	Multiply fractions or integers by a given fraction.
3.6	Dividing Fractions	Divide fractions or integers by a given fraction.
3.7	Ratios and Fractions	Interpret amounts given in a ratio as fractions of the whole.
3.8	Dividing in a Ratio	Divide a quantity into a given ratio.
3.9	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
3.10	Percentages of an Amount	Calculate a percentage of an amount without a calculator.
3.11	Increase / Decrease by a Percentage	Apply knowledge of multipliers to increase and decrease amounts by a given percentage.
3.12	Finding the Percentage Change	Express an increase or decrease as a percentage of the original amount.

Independent Study Plan

- Week 1:** Simple Fractions and Percentages of Amounts (Knowledge Check via MathsWatch)
- Week 2/3:** Revision Task for Assessment 1
- Week 4:** Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to use the four rules of arithmetic with fractions, understanding that dividing by a fraction is equivalent to multiplying by its reciprocal. • Be able to calculate a percentage of an amount, with or without a calculator, and write one amount as a percentage of another. • Be able to calculate amounts in a ratio by finding the correct value to take as one part.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to calculate using the four rules with mixed numbers. • Be able to increase or decrease an amount by a given percentage, using a multiplier method to calculate the result in one step. • Be able to calculate the profit or loss as a percentage of the original amount.

Y10 LEARNING MAP – UNIT 3: Proportional Reasoning 1

Dates of Study:	Term 1 & 2 – 4 weeks (13 th October – 14 th November)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information:	



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know simple fraction, decimal and percentage equivalents.</p> <p>Know that adding / subtracting fractions requires a common denominator.</p> <p>Know that dividing by a fraction is equivalent to multiplying by its reciprocal.</p> <p>Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p>	<p>Put a list of fractions, decimals and percentages into increasing or decreasing order.</p> <p>Use the four rules of arithmetic with fractions.</p> <p>Calculate any fraction or percentage of an amount.</p> <p>Express one amount as a percentage of another.</p> <p>Divide a quantity into a given ratio and solve ratio problems using a unitary method.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Multiplying Fractions	Multiply fractions or integers by a given fraction.
3.2	Dividing Fractions	Divide fractions or integers by a given fraction.
3.3	Calculating with Mixed Numbers	Apply the four rules of arithmetic with mixed numbers.
3.4	Ratios and Fractions	Interpret amounts given in a ratio as fractions of the whole.
3.5	Dividing in a Ratio	Divide a quantity into a given ratio.
3.6	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
3.7	Percentages of an Amount	Calculate a percentage of an amount without a calculator.
3.8	Increase / Decrease by a Percentage	Apply knowledge of multipliers to increase and decrease amounts by a given percentage.
3.9	Finding the Percentage Change	Express an increase or decrease as a percentage of the original amount.
3.10	Reverse Percentages	Use reverse percentages to find the original amount.
3.11	Map Scales	Find distances using a map scale written as a ratio in the form 1:n.
3.12	Currency Exchange	Convert between currencies using a given exchange rate.

Independent Study Plan

Week 1: Percentages of Amounts and Increase/Decrease (Knowledge Check via MathsWatch)

Week 2/3: Revision Task for Assessment 1

Week 4: Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to calculate using the four rules with mixed numbers. • Be able to increase or decrease an amount by a given percentage, using a multiplier method to calculate the result in one step. • Be able to calculate the profit or loss as a percentage of the original amount.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to use reverse percentages to calculate the original amount before a percentage change. • Be able to find distances using a map scale written as a ratio in the form 1:n. • Be able to solve problems by comparing amounts in different currencies using a given exchange rate.

Y10 LEARNING MAP – UNIT 3: Proportional Reasoning 1

Dates of Study:	Term 1 & 2 – 4 weeks (13 th October – 14 th November)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Understanding of proportionality is the key to solving many problems that arise in everyday contexts. In this unit, we aim for pupils to be fluent in moving between representations as fractions, percentages or ratios, always being aware of the amount considered as the whole.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know that adding / subtracting fractions requires a common denominator.</p> <p>Know that dividing by a fraction is equivalent to multiplying by its reciprocal.</p> <p>Know that multiplying / dividing mixed numbers requires converting to improper fractions.</p> <p>Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p> <p>Know that a multiplier can be used to calculate a percentage increase/decrease in one step.</p>	<p>Use the four rules of arithmetic with fractions.</p> <p>Calculate any fraction or percentage of an amount.</p> <p>Express one amount as a percentage of another.</p> <p>Divide a quantity into a given ratio and solve ratio problems using a unitary method.</p> <p>Increase or decrease an amount by a given percentage.</p> <p>Find amounts in direct proportion by choosing the correct number to take as a whole.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Calculating with Mixed Numbers	Apply the four rules of arithmetic with mixed numbers.
3.2	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
3.3	Increase / Decrease by a Percentage	Apply knowledge of multipliers to increase and decrease amounts by a given percentage.
3.4	Compound Interest / Depreciation	Calculate repeated percentage change, e.g. compound interest.
3.5	Percentage Change	Express an increase or decrease as a percentage of the original amount.
3.6	Reverse Percentages	Use reverse percentages to find the original amount.
3.7	Map Scales	Find distances using a map scale written as a ratio 1:n.
3.8	Currency Exchange	Convert between currencies using a given exchange rate.
3.9	Inverse Proportion	Find one amount that varies in inverse proportion with another.
3.10	Constant of Proportionality – Direct	Express a directly proportional relationship algebraically.
3.11	Constant of Proportionality – Inverse	Express an inversely proportional relationship algebraically.

Independent Study Plan

- Week 1:** Sharing in a Ratio (Knowledge Check via MathsWatch)
- Week 2/3:** Revision Task for Assessment 1
- Week 4:** Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to use reverse percentages to calculate the original amount before a percentage change. • Be able to calculate repeated percentage changes, e.g. compound interest and depreciation, using a multiplier method. • Be able to find amounts in direct or inverse proportion, recognising which applies in different real-life contexts.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to derive an algebraic formula and use this to calculate amounts that vary in direct proportion. • Be able to derive an algebraic formula and use this to calculate amounts that vary in inverse proportion. • Be able to find the number of years for compound growth or decay to reach a certain value, using trial and improvement.

Y10 LEARNING MAP – UNIT 3: Proportional Reasoning 1

Dates of Study:	Term 1 & 2 – 4 weeks (13 th October – 14 th November)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The first summative assessment will take place in early November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Understanding of proportionality is the key to solving many problems that arise in everyday contexts. In this unit, we aim for pupils to be fluent in moving between representations as fractions, percentages or ratios, always being aware of the amount considered as the whole.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know that adding / subtracting fractions requires a common denominator.</p> <p>Know that dividing by a fraction is equivalent to multiplying by its reciprocal.</p> <p>Know that multiplying / dividing mixed numbers requires converting to improper fractions.</p> <p>Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p> <p>Know that a multiplier can be used to calculate a percentage increase/decrease in one step.</p>	<p>Use the four rules of arithmetic with fractions.</p> <p>Calculate any fraction or percentage of an amount.</p> <p>Express one amount as a percentage of another.</p> <p>Divide a quantity into a given ratio and solve ratio problems using a unitary method.</p> <p>Increase or decrease an amount by a given percentage.</p> <p>Find amounts in direct proportion by choosing the correct number to take as a whole.</p> <p>Find distances using a map scale written as a ratio in the form 1:n.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Calculating with Mixed Numbers	Apply the four rules of arithmetic with mixed numbers.
3.2	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
3.3	Compound Interest / Depreciation	Calculate repeated percentage change, e.g. compound interest.
3.4	Percentage Change	Express an increase or decrease as a percentage of the original amount.
3.5	Reverse Percentages	Use reverse percentages to find the original amount.
3.6	Currency Exchange	Convert between currencies using a given exchange rate.
3.7	Inverse Proportion	Find one amount that varies in inverse proportion with another.
3.8	Constant of Proportionality – Direct	Express a directly proportional relationship algebraically.
3.9	Constant of Proportionality – Inverse	Express an inversely proportional relationship algebraically.

Independent Study Plan

Week 1: Sharing in a Ratio and Ratio Problems (Knowledge Check via MathsWatch)

Week 2/3: Revision Task for Assessment 1

Week 4: Improvement Task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to use reverse percentages to calculate the original amount before a percentage change. • Be able to calculate repeated percentage changes, e.g. compound interest and depreciation, using a multiplier method. • Be able to derive an algebraic formula and use this to calculate amounts that vary in direct or inverse proportion.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to solve problems involving a combination of quantities which vary both directly and inversely. • Be able to calculate direct and inverse proportion involving squares, cubes and roots. • Be able to solve problems involving a combination of repeated percentage increases and decreases.

Y10 LEARNING MAP – UNIT 4: Properties of Shape 1

Dates of Study:	Term 2 – 3 weeks (17 th November – 5 th December)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment will take place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	By constructing triangles, circles or bisectors, students will recognise properties of symmetry and congruence in these geometrical figures. These concepts can then be applied to triangles, quadrilaterals and other polygons to work out angles and solve problems such as those involving bearings.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the terms 'parallel' and 'perpendicular'. Know the sum of angles on a straight line, around a point, and in a triangle. Know the definitions of corresponding, alternate and supplementary angles.	Construct a triangle given SAS or ASA using ruler and protractor. Find missing angles on a straight line, around a point, and in a triangle. Identify pairs of corresponding, alternate or supplementary angles using parallel lines. Give a correct reason when finding a missing angle in a geometric problem.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Constructing Triangles	Construct ASA, SAS and SSS triangles accurately.
4.2	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
4.3	Properties of Circles	Identify tangents, arcs, sectors and segments of a circle.
4.4	Simple Angle Rules	Find missing angles on a straight line, around a point and in triangles, including isosceles and equilateral.
4.5	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
4.6	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
4.7	Angles in Parallel Lines	Identify corresponding, alternate and co-interior angles in parallel lines.
4.8	Measuring Bearings	Measure and draw bearings clockwise from North and find a back bearing.
4.9	Bearings and Scale Drawings	Solve problems on a map involving bearings and map scales.
4.10	Angles in Special Quadrilaterals	Find angles using symmetry properties of special quadrilaterals.
4.11	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.

Independent Study Plan

Week 1: Geometric Definitions and Angle Rules (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: Multiples, Factors and Primes (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to solve problems involving a combination of angles in parallel lines and in triangles, giving correct reasons for each step. • Be able to find missing angles in a quadrilateral, including special quadrilaterals. • Be able to draw and measure a bearing from one point to another.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to construct a triangle given SSS, an angle bisector or a line bisector using compasses. • Be able to calculate interior and exterior angles of polygons and regular polygons. • Be able to find a position on a scale drawing by measuring bearings from two different points.

Y10 LEARNING MAP – UNIT 4: Properties of Shape 1

Dates of Study:	Term 2 – 3 weeks (17 th November – 5 th December)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment will take place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	By constructing triangles, circles or bisectors, students will recognise properties of symmetry and congruence in these geometrical figures. These concepts can then be applied to triangles, quadrilaterals and other polygons to work out angles and solve problems such as those involving bearings.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the terms 'parallel' and 'perpendicular'. Know the sum of angles on a straight line, around a point, and in a triangle. Know the definitions of corresponding, alternate and supplementary angles. Recognise tangents, arcs, sectors and segments of circles. Know that bearings are to be measured from North in a clockwise direction.	Construct a triangle given SAS or ASA using ruler and protractor. Identify pairs of corresponding, alternate or supplementary angles using parallel lines. Solve problems involving a combination of angles in parallel lines and in triangles, giving correct reasons for each step. Draw or measure a bearing from one point to another using a protractor.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
4.2	Loci and Regions	Draw loci involving circles and bisectors and identify regions.
4.3	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
4.4	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
4.5	Angles in Parallel Lines	Identify corresponding, alternate and co-interior angles in parallel lines.
4.6	Bearings and Scale Drawings	Solve problems on a map involving bearings and map scales.
4.7	Angles in Special Quadrilaterals	Find angles using symmetry properties of special quadrilaterals.
4.8	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
4.9	Congruent Triangles 1	Identify congruent triangles using ASA, SAS, SSS and RHS.
4.10	Radii, Tangents and Chords	Use the properties of radius, tangent and chord to find a missing angle in a circle problem.

Independent Study Plan

- Week 1:** Angle Rules and Special Triangles (Knowledge Check via MathsWatch)
- Week 2:** Improvement Task from previous unit
- Week 3:** Multiples, Factors and Product of Primes (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to construct a triangle given SSS, an angle bisector or a line bisector using compasses. • Be able to solve problems involving a combination of angles in parallel lines and in quadrilaterals, giving correct reasons for each step. • Be able to calculate the sum of interior angles and know the sum of exterior angles for any polygon. • Be able to find a position on a scale drawing by measuring bearings from two different points.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to construct diagrams in order to show the locus of a point satisfying a number of conditions in context. • Be able to calculate interior and exterior angles of polygons and regular polygons. • Be able to solve a missing angle problem involving the radius and tangent of a circle.

Y10 LEARNING MAP – UNIT 4: Properties of Shape 1

Dates of Study:	Term 2 – 3 weeks (17 th November – 5 th December)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment will take place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	By constructing triangles, circles or bisectors, students will recognise properties of symmetry and congruence in these geometrical figures. These concepts can then be applied to triangles, quadrilaterals and other polygons to work out angles and solve problems such as those involving bearings.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the terms 'parallel' and 'perpendicular'. Know the definitions of corresponding, alternate and supplementary angles. Know names and properties of special quadrilaterals including parallelogram, rhombus, trapezium and kite. Recognise tangents, arcs, sectors and segments of circles. Know that bearings are to be measured from North in a clockwise direction.	Construct a triangle given SAS, ASA or SSS using ruler, protractor or compasses. Identify pairs of corresponding, alternate or supplementary angles using parallel lines. Solve problems involving a combination of angles in parallel lines and in triangles, giving correct reasons for each step. Find missing angles in a quadrilateral, including special quadrilaterals. Draw or measure a bearing from one point to another using a protractor.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
4.2	Loci and Regions	Draw loci involving circles and bisectors and identify regions.
4.3	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
4.4	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
4.5	Angles in Parallel Lines	Identify corresponding, alternate and co-interior angles in parallel lines.
4.6	Bearings and Scale Drawings	Solve problems on a map involving bearings and map scales.
4.7	Angles in Special Quadrilaterals	Find angles using symmetry properties of special quadrilaterals.
4.8	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
4.9	Congruent Triangles 1	Identify congruent triangles using ASA, SAS, SSS and RHS.
4.10	Radii, Tangents and Chords	Use the properties of radius, tangent and chord to find a missing angle in a circle problem.

Independent Study Plan

- Week 1:** Angle Rules, Special Triangles and Quadrilaterals (Knowledge Check via MathsWatch)
- Week 2:** Improvement Task from previous unit
- Week 3:** HCF, LCM and Product of Primes (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to construct diagrams in order to show the locus of a point satisfying a number of conditions in context. • Be able to calculate interior and exterior angles of polygons and regular polygons. • Be able to solve a missing angle problem involving the radius and tangent of a circle.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to give clear geometrical reasoning when solving an angle problem involving polygons or circles. • Be able to recognise two congruent triangles and explain why they are congruent using SSS, SAS, ASA, RHS.

Y10 LEARNING MAP – UNIT 4: Properties of Shape 1

Dates of Study:	Term 2 – 3 weeks (17 th November – 5 th December)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment will take place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Understand the terms 'parallel' and 'perpendicular'.</p> <p>Know the definitions of corresponding, alternate and supplementary angles.</p> <p>Know names and properties of special quadrilaterals including parallelogram, rhombus, trapezium and kite.</p> <p>Know that the sum of exterior angles in a polygon is always 360 degrees.</p> <p>Recognise tangents, arcs, sectors and segments of circles.</p> <p>Know that bearings are to be measured from North in a clockwise direction.</p> <p>Understand the concept of a locus.</p>	<p>Construct a triangle given SAS, ASA or SSS using ruler, protractor or compasses.</p> <p>Identify pairs of corresponding, alternate or supplementary angles using parallel lines.</p> <p>Solve problems involving a combination of angles in parallel lines, triangles or quadrilaterals, giving correct reasons for each step.</p> <p>Calculate the sum of interior angles in a polygon.</p> <p>Draw or measure a bearing from one point to another using a protractor.</p> <p>Identify pairs of congruent shapes.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
4.2	Loci and Regions	Draw loci involving circles and bisectors and identify regions.
4.3	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
4.4	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
4.5	Angles in Special Quadrilaterals	Find angles using symmetry properties of special quadrilaterals.
4.6	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
4.7	Congruent Triangles 2	Construct a geometrical proof of the congruence of two shapes.
4.8	Radii, Tangents and Chords	Use the properties of radius, tangent and chord to find a missing angle in a circle problem.
4.9	Circle Theorems 1	Know and use circle theorems to solve angle problems.
4.10	Circle Theorems 2	Know and use circle theorems to solve angle problems.
4.11	Exam Challenge – Circle Theorems	Solve problems using a combination of circle theorems to find a missing angle.

Independent Study Plan

Week 1: Angle in Shapes, Parallel Lines and Bearings (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: HCF, LCM and Product of Primes (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to calculate interior and exterior angles of polygons and regular polygons. • Be able to use a particular circle theorem to find a missing angle in a circle problem. • Be able to give clear geometrical reasoning when solving an angle problem involving polygons or circles. • Be able to recognise two congruent triangles and explain why they are congruent using SSS, SAS, ASA, RHS.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to solve problems involving a combination of circle theorems and isosceles triangles, giving correct reasons for each step. • Be able to reproduce a proof of a circle theorem. • Be able to use the conditions for congruent triangles in a formal geometrical proof.

Y10 LEARNING MAP – UNIT 5: Integers, Powers & Roots

Dates of Study:	Term 2 & 3 – 3 weeks (8 th December – 9 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	In this unit, students will learn about the underlying structure of the number system and extend their understanding of numbers written using index notation, standard form and using surds.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Know the meaning and give examples of multiples, factors, primes, HCF and LCM. Know square numbers up to 12 ² , cube numbers up to 5 ³ , and the corresponding roots. Know the meaning of reciprocal and write down the reciprocal of an integer or fraction.	List the multiples of a number and find all the factor pairs of a number. Calculate the HCF and LCM of pairs of numbers. Identify the numbers from a set which have properties such as square, cube, multiple, factor and prime.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Multiples and LCM	Divide a quantity into a given ratio.
5.2	Factors and HCF	Solve problems where one or more amounts in a ratio are given.
5.3	Product of Prime Factors	Write a number as the product of its prime factors in index form.
5.4	HCF and LCM using Prime Factors	Use prime factorisation to find the HCF and LCM of two numbers.
5.5	Multiples and Factors in Context	Use common factors and common multiples to solve problems in context.
5.6	Laws of Indices	Simplify expressions using index laws for multiplication, division and powers.
5.7	Negative Indices	Use negative indices with index laws and to write reciprocals.
5.8	Standard Form 1	Understand numbers in standard form and convert to ordinary numbers.
5.9	Standard Form 2	Convert large and small numbers into standard form.
5.10	Adding/Subtracting in Standard Form	Add and subtract numbers in standard form with and without a calculator.
5.11	Multiplying/Dividing in Standard Form	Multiply and divide numbers in standard form using index laws and write the answer in standard form.
5.12	Exam Challenge – Standard Form Problems	Solve problems involving interpreting and calculating with numbers in standard form.

Independent Study Plan

Week 1: Squares, Cubes, Roots and Reciprocals (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: Collecting Terms & Solving Simple Equations (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to express a number as the product of its prime factors. • Be able to use index laws to simplify expressions involving positive and negative integer indices. • Be able to convert large and small numbers into and from standard form, recognise whether a number is in standard form, and if not change it so that it is.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to use the prime factors of two numbers to calculate the HCF and LCM. • Be able to multiply and divide numbers in standard form without a calculator. • Be able to apply the four rules with numbers in standard form using a calculator, and substitute numbers in standard form into a formula.

Y10 LEARNING MAP – UNIT 5: Integers, Powers & Roots

Dates of Study:	Term 2 & 3 – 3 weeks (8 th December – 9 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	In this unit, students will learn about the underlying structure of the number system and extend their understanding of numbers written using index notation, standard form and using surds.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know the meaning and give examples of multiples, factors, primes, HCF and LCM.</p> <p>Know square numbers up to 12^2, cube numbers up to 5^3, and the corresponding roots.</p> <p>Know the meaning of reciprocal and write down the reciprocal of an integer or fraction.</p> <p>Know that a number in the form $a \times 10^b$ is written in standard form if $1 \leq a < 10$ and b is an integer.</p>	<p>List the multiples of a number and find all the factor pairs of a number.</p> <p>Calculate the HCF and LCM of pairs of numbers.</p> <p>Identify the numbers from a set which have properties such as square, cube, multiple, factor and prime.</p> <p>Express a number as the product of its prime factors in index form.</p> <p>Use index laws to simplify expressions involving positive integer indices.</p> <p>Convert large and small numbers into and from standard form.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	HCF and LCM using Prime Factors	Use prime factorisation to find the HCF and LCM of two numbers.
5.2	Product Rule for Counting	Use the product rule for counting combinations from a number of choices.
5.3	Laws of Indices	Simplify expressions using index laws for multiplication, division and powers.
5.4	Negative Indices	Use negative indices with index laws and to write reciprocals.
5.5	Fractional Indices 1	Interpret and calculate fractional powers of a number.
5.6	Standard Form 3	Convert, add and subtract numbers written in standard form.
5.7	Adding/Subtracting in Standard Form	Add and subtract numbers in standard form with and without a calculator.
5.8	Multiplying/Dividing in Standard Form	Multiply and divide numbers in standard form using index laws and write the answer in standard form.
5.9	Exam Challenge – Standard Form Problems	Solve problems involving interpreting and calculating with numbers in standard form.
5.10	Surds 1	Estimate roots and simplify expressions written in surd form.
5.11	Surds 2	Simplify expressions involving surds by expanding brackets.

Independent Study Plan

Week 1: Reciprocals, Indices & Standard Form (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: Collecting Terms & Solving Equations including x on both sides (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to use the prime factors of two numbers to calculate the HCF and LCM. • Be able to use index laws to simplify expressions involving positive and negative integer indices. • Be able to multiply and divide numbers in standard form without a calculator. • Be able to apply the four rules with numbers in standard form using a calculator, and substitute numbers in standard form into a formula.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to calculate the possible combinations for a number of choices. • Be able to use index laws to calculate simple fractional powers and be able to simplify surds to the form $a\sqrt{b}$. • Be able to solve problems involving very large or very small numbers in standard form, e.g. involving speed or density.

Y10 LEARNING MAP – UNIT 5: Integers, Powers & Roots

Dates of Study:	Term 2 & 3 – 3 weeks (8 th December – 9 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	In this unit, students will learn about the underlying structure of the number system and extend their understanding of numbers written using index notation, standard form and using surds.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Know the meaning of reciprocal and write down the reciprocal of an integer or fraction. Know the index laws $n^a \times n^b = n^{a+b}$, $n^a \div n^b = n^{a-b}$, and $(n^a)^b = n^{ab}$. Know that a number in the form $a \times 10^b$ is written in standard form if $1 \leq a < 10$ and b is an integer.	Calculate the HCF and LCM of pairs of numbers. Use a Venn diagram to show the prime factors of two numbers and hence calculate the HCF and LCM. Express a number as the product of its prime factors in index form. Use index laws to simplify expressions involving positive and negative integer indices. Convert large and small numbers into and from standard index form.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	HCF and LCM using Prime Factors	Use prime factorisation to find the HCF and LCM of two numbers.
5.2	Product Rule for Counting	Use the product rule for counting combinations from a number of choices.
5.3	Laws of Indices	Simplify expressions using index laws for multiplication, division and powers.
5.4	Negative Indices	Use negative indices with index laws and to write reciprocals.
5.5	Fractional Indices 1	Interpret and calculate fractional powers of a number.
5.6	Standard Form 3	Convert, add and subtract numbers written in standard form.
5.7	Multiplying/Dividing in Standard Form	Multiply and divide numbers in standard form using index laws and write the answer in standard form.
5.8	Exam Challenge – Standard Form Problems	Solve problems involving interpreting and calculating with numbers in standard form.
5.9	Surds 1	Estimate roots and simplify expressions written in surd form.
5.10	Surds 2	Simplify expressions involving surds by expanding brackets.
5.11	Surds 3	Rationalise the denominator of a simple surd expression and simplify the result.

Independent Study Plan

Week 1: Reciprocals, Indices & Standard Form (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: Collecting Terms & Solving Equations including x on both sides (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to calculate the possible combinations for a number of choices. • Be able to use index laws to simplify expressions involving positive and negative integer indices and simple fractional indices. • Be able to solve problems involving very large or very small numbers in standard form, e.g. involving speed or density. • Be able to simplify surds to the form $a\sqrt{b}$.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to simplify expressions involving surds in single or double brackets. • Be able to rationalise a denominator in the form \sqrt{b} or $a\sqrt{b}$. • Be able to solve problems with surds e.g. finding the area of a rectangle with sides given in surd form, or finding a missing length by dividing by a surd expression.

Y10 LEARNING MAP – UNIT 5: Integers, Powers & Roots

Dates of Study:	Term 2 & 3 – 3 weeks (8 th December – 9 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know the meaning of reciprocal and write down the reciprocal of an integer or fraction.</p> <p>Know that n^{-a} gives the reciprocal of n^a.</p> <p>Know the index laws $n^a \times n^b = n^{a+b}$, $n^a \div n^b = n^{a-b}$, and $(n^a)^b = n^{ab}$.</p> <p>Know that a number in the form $a \times 10^b$ is written in standard form if $1 \leq a < 10$ and b is an integer.</p> <p>Understand that to add and subtract numbers in standard form they should be considered as ordinary numbers.</p> <p>Know how to use the standard form key on a calculator.</p>	<p>Calculate the HCF and LCM of pairs of numbers.</p> <p>Use a Venn diagram to show the prime factors of two numbers and hence calculate the HCF and LCM.</p> <p>Express a number as the product of its prime factors in index form.</p> <p>Use index laws to simplify expressions involving positive and negative integer indices.</p> <p>Convert large and small numbers into and from standard index form.</p> <p>Add and subtract numbers in standard index form without a calculator.</p> <p>Apply the four rules with numbers in standard form using a calculator.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	HCF and LCM using Prime Factors	Use prime factorisation to find the HCF and LCM of two numbers.
5.2	Product Rule for Counting	Use the product rule for counting combinations from a number of choices.
5.3	Negative Indices	Use negative indices with index laws and to write reciprocals.
5.4	Fractional Indices 2	Interpret and calculate fractional and negative fractional powers of a number.
5.5	Multiplying/Dividing in Standard Form	Multiply and divide numbers in standard form using index laws and write the answer in standard form.
5.6	Exam Challenge – Standard Form Problems	Solve problems involving interpreting and calculating with numbers in standard form.
5.7	Surds 1	Estimate roots and simplify expressions written in surd form.
5.8	Surds 2	Simplify expressions involving surds by expanding brackets.
5.9	Surds 3	Rationalise the denominator of a simple surd expression and simplify the result.
5.10	Surds 4	Rationalise a complex denominator by multiplying numerator and denominator by the conjugate.

Independent Study Plan

- Week 1:** Laws of Indices & Standard Form (Knowledge Check via MathsWatch)
- Week 2:** Improvement Task from previous unit
- Week 3:** Forming & Solving Linear Equations (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to calculate the possible combinations for a number of choices. • Be able to use index laws to simplify expressions involving any combination of integer or fractional indices. • Be able to solve problems involving very large or very small numbers in standard form, e.g. involving speed or density. • Be able to simplify expressions involving surds in single or double brackets and rationalise a denominator in the form \sqrt{b} or $a\sqrt{b}$.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to solve equations by writing expressions as a power of a particular base. • Be able to rationalise a denominator in the form $a + \sqrt{b}$, or $a + b\sqrt{c}$. • Be able to solve problems with surds e.g. finding the area of a rectangle with sides given in surd form, or finding a missing length by dividing by a surd expression.

Y10 LEARNING MAP – UNIT 6: Equations & Inequalities 1

Dates of Study:	Term 3 – 3 weeks (12 th January – 30 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Having used algebra earlier in the year to generalise relationships, students will now develop a thorough and systematic approach to manipulating algebraic expressions in order to solve different types of equations in a variety of contexts.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the concept of a letter as an unknown. Know that an equation can be solved using inverse operations.	Simplify expressions by collecting terms. Solve simple linear equations with one or two steps. Form and solve simple linear equations in context.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Simplifying Expressions	Simplify expressions by using the index laws of multiplication and division.
6.2	Expanding Single Brackets	Expand single brackets.
6.3	Expanding and Simplifying	Expand single brackets and then simplify the result by collecting terms.
6.4	Solving Linear Equations 1	Solve two-step equations, including those with fractions.
6.5	Solving Linear Equations 2	Solve equations where the variable appears on both sides of the equals sign.
6.6	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
6.7	Inequalities on a Number Line	Represent single and double inequalities on a number line.
6.8	Solving Inequalities 1	Solve linear inequalities in one variable.
6.9	Factorising Single Brackets	Factorise expressions into single brackets.
6.10	Expanding Double Brackets	Expand and simplify double brackets.

Independent Study Plan

Week 1: Simplifying Expressions and Expanding Brackets (Knowledge Check via MathsWatch)

Week 2: Perimeter and Area Problems (Consolidation via MathsWatch)

Week 3: Improvement task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to expand single brackets and factorise an expression into a single bracket. • Be able to solve linear equations including those with unknowns on both sides. • Be able to understand the meaning of linear inequalities, interpret and draw them on a number line.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to expand double brackets to form a quadratic expression. • Be able to solve linear equations with unknowns on both sides, including those involving brackets and negative coefficients. • Be able to solve linear inequalities in one variable, draw and interpret their solutions on a number line.

Y10 LEARNING MAP – UNIT 6: Equations & Inequalities 1

Dates of Study:	Term 3 – 3 weeks (12 th January – 30 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Having used algebra earlier in the year to generalise relationships, students will now develop a thorough and systematic approach to manipulating algebraic expressions in order to solve different types of equations in a variety of contexts.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Know that an equation can be solved using inverse operations. Understand the concept of transforming an equation by performing the same operation on both sides. Know that expanding or factorising gives an equivalent expression written in a different form. Know that inequalities can be solved in the same way as equations. 	<ul style="list-style-type: none"> Simplify expressions by collecting terms and expand single brackets. Form and solve simple linear equations in context. Solve linear equations with brackets or with unknowns on both sides. Draw and interpret simple inequalities on a number line.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Solving Linear Equations 3	Solve equations with brackets, where the variable appears on both sides of the equals sign.
6.2	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
6.3	Linear Simultaneous Equations 1	Solve linear simultaneous equations by eliminating a variable.
6.4	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
6.5	Inequalities on a Number Line	Represent single and double inequalities on a number line.
6.6	Solving Inequalities 1	Solve linear inequalities in one variable.
6.7	Factorising Single Brackets	Factorise expressions into single brackets.
6.8	Expanding Double Brackets	Expand and simplify double brackets.
6.9	Difference of Two Squares	Recognise and factorise the difference of two squares.
6.10	Factorising Simple Quadratics	Factorise quadratics in the form $x^2 + bx + c = 0$.
6.11	Solving Simple Quadratics	Solve quadratics in the form $x^2 + bx + c = 0$.
6.12	Forming and Solving 2	Apply understanding of shape and algebra to form and solve quadratic equations.

Independent Study Plan

Week 1: Simplifying Expressions and Expanding Brackets (Knowledge Check via MathsWatch)

Week 2: Perimeter and Area Problems (Consolidation via MathsWatch)

Week 3: Improvement task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to expand single brackets and also double brackets to form a quadratic expression. • Be able to solve linear equations with unknowns on both sides, including those involving brackets and negative coefficients. • Be able to solve linear inequalities in one variable, draw and interpret their solutions on a number line.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to factorise and solve quadratics in the form $x^2 + bx + c = 0$. • Be able to recognise and factorise the difference of two squares. • Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context.

Y10 LEARNING MAP – UNIT 6: Equations & Inequalities 1

Dates of Study:	Term 3 – 3 weeks (12 th January – 30 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Having used algebra earlier in the year to generalise relationships, students will now develop a thorough and systematic approach to manipulating algebraic expressions in order to solve different types of equations in a variety of contexts.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know that an equation can be solved using inverse operations.</p> <p>Understand the concept of transforming an equation by performing the same operation on both sides.</p> <p>Know that expanding or factorising gives an equivalent expression written in a different form.</p> <p>Know that inequalities can be solved in the same way as equations.</p>	<p>Solve linear equations with brackets or with unknowns on both sides.</p> <p>Solve simultaneous equations where the coefficients of one variable are the same.</p> <p>Solve simple inequalities in one variable, draw and interpret their solution on a number line.</p> <p>Factorise an expression into a single bracket.</p> <p>Expand the product of two brackets.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
6.2	Linear Simultaneous Equations 1	Solve linear simultaneous equations by eliminating a variable.
6.3	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
6.4	Solving Inequalities 2	Solve linear compound inequalities, including brackets.
6.5	Solving Inequalities 3	Distinguish between an inequality and a strict inequality on a graph and identify regions.
6.6	Difference of Two Squares	Recognise and factorise the difference of two squares.
6.7	Factorising Simple Quadratics	Factorise quadratics in the form $x^2 + bx + c = 0$.
6.8	Solving Simple Quadratics	Solve quadratics in the form $x^2 + bx + c = 0$.
6.9	Forming and Solving 2	Apply understanding of shape and algebra to form and solve quadratic equations.
6.10	The Quadratic Formula	Use the quadratic formula to solve any quadratic equation.
6.11	Product of Three Binomials	Expand and simplify a product of three binomials and identify coefficients.

Independent Study Plan

Week 1: Simplifying Expressions and Expanding Brackets (Knowledge Check via MathsWatch)

Week 2: Improvement Task from previous unit

Week 3: Pythagoras' Theorem (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to factorise and solve quadratics in the form $x^2 + bx + c = 0$. • Be able to recognise and factorise the difference of two squares. • Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to expand products of three binomials. • Be able to solve quadratic equations by factorising or by using the quadratic formula and solve problems in context which lead to a quadratic equation. • Be able to draw linear inequalities in two variables on a graph and identify a region on a graph by writing a set of inequalities.

Y10 LEARNING MAP – UNIT 6: Equations & Inequalities 1

Dates of Study:	Term 3 – 3 weeks (12 th January – 30 th January)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - The second summative assessment takes place in February. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the concept of transforming an equation by performing the same operation on both sides. Know that inequalities can be solved in the same way as equations. Know that solutions to a quadratic equation can be written down from the factorised form. Understand the concept of simultaneous equations.	Solve linear equations with brackets or with unknowns on both sides. Solve simultaneous equations where the coefficients of one variable are the same. Solve simple inequalities in one variable, draw and interpret their solution on a number line. Expand the product of two brackets. Factorise quadratics in the form $x^2 + bx + c$, including the difference of two squares. Use simultaneous equations to solve a problem with two variables in context.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
6.2	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
6.3	Solving Inequalities 2	Solve linear compound inequalities, including brackets.
6.4	Solving Inequalities 3	Distinguish between an inequality and a strict inequality on a graph and identify regions.
6.5	Factorising and Solving Simple Quadratics	Factorise and solve quadratics in the form $x^2 + bx + c = 0$.
6.6	Forming and Solving 2	Apply understanding of shape and algebra to form and solve quadratic equations.
6.7	The Quadratic Formula	Use the quadratic formula to solve any quadratic equation.
6.8	Factorising Harder Quadratics	Factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$.
6.9	Factorising Harder Algebraic Expressions	Simplify a variety of harder algebraic expressions by finding common factors.
6.10	Completing the Square 1	Write a quadratic expression $x^2 + bx + c$ in completed square form.
6.11	Completing the Square 2	Write harder quadratics in completed square form and identify maximum and minimum values.
6.12	Roots and Turning Points	Relate the roots and turning points of a quadratic to different forms of its equation.
6.13	Product of Three Binomials	Expand and simplify a product of three binomials and identify coefficients.

Independent Study Plan

Week 1: Simplifying Expressions and Expanding Brackets (Knowledge Check via MathsWatch)

Week 2: Perimeter and Area Problems (Consolidation via MathsWatch)

Week 3: Improvement task from previous unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context. • Be able to expand products of three binomials. • Be able to solve quadratic equations by factorising or by using the quadratic formula and solve problems in context which lead to a quadratic equation. • Be able to draw linear inequalities in two variables on a graph and identify a region on a graph by writing a set of inequalities.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$. • Be able to write quadratics in completed square form and use this to identify their minimum or maximum points. • Be able to relate the roots and turning point of a quadratic to the different forms of its equation and change between these.

Y10 LEARNING MAP – UNIT 7: Pythagoras & Trigonometry 1

Dates of Study:	Term 3 & 4 – 3 weeks (2 nd February – 6 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Pythagoras' famous theorem linking the sides of a right-angled triangle dates to at least the 6th century BC. We want pupils to understand the elegance of this result, which is not intuitive, yet has great practical importance. Trigonometric functions are also initially introduced in relation to right-angled triangles and Higher level students will study how these can be used to calculate angles and sides in different situations.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Know the names of different types of angle and different types of triangle. Know common metric units of length and area. 	<ul style="list-style-type: none"> Be able to measure and draw angles accurately. Be able to calculate area and perimeter of rectangles and triangles.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
7.1	Pythagoras Theorem 1	Find the hypotenuse of a right-angled triangle
7.2	Length of a Line Segment	Calculate the length of a line segment between two points.
7.3	Pythagoras' Theorem 2	Find any side of a right-angled triangle given the other two.
7.4	Pythagoras Theorem – Area Problems	Find the height and the area of an isosceles triangle.
7.5	Pythagoras Theorem – Perimeter Problems	Find the perimeter of shapes using Pythagoras' theorem.
7.6	Pythagoras Problems	Solve problems using Pythagoras' theorem in context.

Independent Study Plan

Week 1: Revision Task for Snapshot 2 Assessment

Week 2: Averages from a List (Knowledge Check via MathsWatch)

Week 3: Simple Charts and Graphs (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to calculate the length of the hypotenuse of a right-angled triangle using Pythagoras. • Be able to calculate the length of any side of a right-angled triangle using Pythagoras. • Be able to decide whether a given side contains a right angle or not.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to find the distance between two points given their co-ordinates. • Be able to use Pythagoras' theorem to calculate the height of an isosceles triangle. • Be able to find missing lengths in geometrical situations involving right-angled triangles.

Y10 LEARNING MAP – UNIT 7: Pythagoras & Trigonometry 1

Dates of Study:	Term 3 & 4 – 3 weeks (2 nd February – 6 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Pythagoras' famous theorem linking the sides of a right-angled triangle dates to at least the 6th century BC. We want pupils to understand the elegance of this result, which is not intuitive, yet has great practical importance. Trigonometric functions are also initially introduced in relation to right-angled triangles and Higher level students will study how these can be used to calculate angles and sides in different situations.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Know an algebraic statement of Pythagoras' theorem. Understand the relationship between the squares of the sides of a right-angled triangle.	Be able to calculate the length of the hypotenuse of a right-angled triangle using Pythagoras. Be able to calculate the length of any side of a right-angled triangle using Pythagoras.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
7.1	Length of a Line Segment	Calculate the length of a line segment between two points.
7.2	Pythagoras' Theorem 2	Find any side of a right-angled triangle given the other two.
7.3	Pythagoras' Theorem – Area Problems	Find the height and the area of an isosceles triangle.
7.4	Pythagoras' Theorem – Perimeter Problems	Find the perimeter of shapes using Pythagoras' theorem.
7.5	Pythagoras Problems	Solve problems using Pythagoras' theorem in context.
7.6	Similar Shapes	Find missing lengths in problems involving similar triangles using the ratio of matching sides.
7.7	Trigonometry 1	Find a missing length in a right-angled triangle using trigonometry.
7.8	Trigonometry 2	Find a missing angle in a right-angled triangle using trigonometry.
7.9	Trigonometry Problems	Solve geometrical problems involving trigonometry.

Independent Study Plan

Week 1: Revision Task for Snapshot 2 Assessment

Week 2: Averages and Range (Knowledge Check via MathsWatch)

Week 3: Simple Charts and Two-Way Tables (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to find the distance between two points given their co-ordinates. • Be able to use Pythagoras' theorem to calculate the height of an isosceles triangle. • Be able to identify the correct trigonometric ratio to find a missing length or angle in a right-angled triangle.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to calculate any missing length in a right-angled triangle using the correct trigonometric ratio. • Be able to calculate any missing angle in a right-angled triangle using the inverse trig function. • Be able to use trigonometric ratios to find missing lengths or angles in geometrical situations, e.g. angles of elevation, or bearings.

Y10 LEARNING MAP – UNIT 7: Pythagoras & Trigonometry 1

Dates of Study:	Term 3 & 4 – 3 weeks (2 nd February – 6 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information: Pythagoras' famous theorem linking the sides of a right-angled triangle dates to at least the 6th century BC. We want pupils to understand the elegance of this result, which is not intuitive, yet has great practical importance. Trigonometric functions are also initially introduced in relation to right-angled triangles and Higher level students will study how these can be used to calculate angles and sides in different situations.	



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the relationship between the squares of the sides of a right-angled triangle. Know some examples of integers that form a Pythagorean triplet. Know how to identify the hypotenuse, opposite and adjacent sides in a right-angled triangle.	Calculate the length of any side of a right-angled triangle using Pythagoras. Use Pythagoras' Theorem to calculate the height of an isosceles triangle. Identify the correct trigonometric ratio to find a missing length or angle in a right-angled triangle.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
7.1	Pythagoras' Theorem – Area Problems	Find the height and the area of an isosceles triangle.
7.2	Pythagoras' Theorem – Perimeter Problems	Find the perimeter of shapes using Pythagoras' theorem.
7.3	Pythagoras Problems	Solve problems using Pythagoras' theorem in context.
7.4	Similar Shapes	Find missing lengths in problems involving similar triangles using the ratio of matching sides.
7.5	Introduction to Trigonometry	Know which trigonometric function gives the ratio between any two sides of a right-angled triangle.
7.6	Trigonometry 1	Find a missing length in a right-angled triangle using trigonometry.
7.7	Trigonometry 2	Find a missing angle in a right-angled triangle using trigonometry.
7.8	Trigonometry Problems	Solve geometrical problems involving trigonometry.
7.9	Pythagoras and Trigonometry in 3D	Find lengths in three-dimensional shapes using Pythagoras or trigonometry.
7.10	Area of a Triangle using Sine	Find the area of a non-right-angled triangle using trigonometry.

Independent Study Plan

Week 1: Revision Task for Snapshot 2 Assessment

Week 2: Averages and Range (Knowledge Check via MathsWatch)

Week 3: Frequency Polygons and Stem-and-leaf (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to calculate any missing length in a right-angled triangle using the correct trigonometric ratio. • Be able to calculate any missing angle in a right-angled triangle using the inverse trig function. • Be able to use trigonometric ratios to find missing lengths or angles in geometrical situations, e.g. angles of elevation, or bearings.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to find the distance between opposite vertices of a cuboid. • Be able to find the angle between a line and a plane in a 3D figure. • Be able to find the area of a non-right-angled triangle using $\frac{1}{2}ab \sin C$.

Y10 LEARNING MAP – UNIT 7: Pythagoras & Trigonometry 1

Dates of Study:	Term 3 & 4 – 3 weeks (2 nd February – 6 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Pythagoras' famous theorem linking the sides of a right-angled triangle dates to at least the 6th century BC. We want pupils to understand the elegance of this result, which is not intuitive, yet has great practical importance. Trigonometric functions are also initially introduced in relation to right-angled triangles and Higher level students will study how these can be used to calculate angles and sides in different situations.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
Consolidated through Bell Tasks and Independent Learning	Know some examples of integers that form a Pythagorean triplet. Know how to identify the hypotenuse, opposite and adjacent sides in a right-angled triangle. Understand that sin, cos and tan are functions which give the ratio of two sides for a particular angle.	Use Pythagoras' Theorem to calculate the height of an isosceles triangle. Find missing lengths or angles in right-angled triangles using the correct trigonometric ratio. Use trigonometric ratios to find missing lengths or angles in geometrical situations, e.g. bearings.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
7.1	Pythagoras Problems	Solve problems using Pythagoras' theorem in context.
7.2	Similar Shapes	Find missing lengths in problems involving similar triangles using the ratio of matching sides.
7.3	Trigonometry 1	Find a missing length in a right-angled triangle using trigonometry.
7.4	Trigonometry 2	Find a missing angle in a right-angled triangle using trigonometry.
7.5	Trigonometry Problems	Solve geometrical problems involving trigonometry.
7.6	Pythagoras and Trigonometry in 3D	Find lengths in three-dimensional shapes using Pythagoras or trigonometry.
7.7	Area of a Triangle using Sine	Find the area of a non-right-angled triangle using trigonometry.
7.8	Sine Rule 1	Use the sine rule to find missing lengths or angles in any triangle.
7.9	Cosine Rule 1	Use the cosine rule to find missing lengths in any triangle.
7.10	Harder Trigonometry Problems 1	Use the sine or cosine rule to solve a geometrical problem.
7.11	Exam Challenge – Non-right-angled Trigonometry	Solve multi-step problems involving sine rule and/or cosine rule.

Independent Study Plan

Week 1: Revision Task for Snapshot 2 Assessment

Week 2: Averages and Stem-and-Leaf (Knowledge Check via MathsWatch)

Week 3: Frequency Polygons and Scatter Graphs (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to find the distance between opposite vertices of a cuboid. • Be able to find the angle between a line and a plane in a 3D figure. • Be able to find the area of a non-right-angled triangle using $\frac{1}{2}ab \sin C$.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to calculate the area of a segment of a circle. • Be able to calculate lengths or angles in a 3D figure using a combination of Pythagoras and trigonometry. • Be able to use sine rule or cosine rule to find missing lengths or angles in non-right-angled triangles, identifying which to use first to solve a particular problem.

Y10 LEARNING MAP – UNIT 8: Statistics

Dates of Study:	Term 4 – 3 weeks (9 th – 27 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Statistics are all around us in the news, advertising and social media. Pupils need to be able to interpret these in both graphical and numerical forms and develop an understanding of how they can be used to promote a particular point of view or give an unbiased picture.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Know the definitions of mean, median, mode and range for a set of data.	Construct and interpret a pictogram or bar chart for categorical data. Interpret a simple pie chart using fractions of a whole. Find the mean, median, mode or range of a list of values.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
8.1	Sampling and Bias	Use methods to select a random sample and consider how to avoid bias when collecting data.
8.2	Interpreting Bar Charts	Draw and interpret bar charts including dual and composite bar charts.
8.3	Averages and Range	Find the mean, median, mode and range from a list of values.
8.4	Averages from Tables 1	Find the modal class and the class containing the median from a frequency table.
8.5	Averages from Tables 2	Calculate the mean from a frequency table and estimate the mean for grouped frequencies.
8.6	Exam Challenge – Averages	Solve problems involving averages in different contexts.
8.7	Two-Way Tables	Use two-way tables to arrange data in different categories and find missing values.
8.8	Drawing and Interpreting Pie Charts	Interpret pie charts and draw an accurate pie chart.
8.9	Stem-and-Leaf Diagrams	Draw and interpret stem-and-leaf diagrams.
8.10	Scatter Graphs	Draw a scatter graph for bivariate data and describe the correlation.
8.11	Frequency Polygons	Draw, interpret and compare frequency polygons for grouped data.
8.12	Statistical Diagrams 1	Compare data shown in bar charts, frequency polygons and scatter graphs.

Independent Study Plan

- Week 1:** Improvement Task from previous unit
- Week 2:** Improvement Task from previous unit
- Week 3:** Substitution and Plotting Coordinates (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to draw a scatter graph and describe correlation. • Be able to construct an accurate pie chart from a frequency table. • Be able to construct or interpret a stem-and-leaf diagram and identify the median and range.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to draw and use a line of best fit on a scatter graph to make predictions. • Be able to find the modal class, range and mean from data in a frequency table and estimate the mean of grouped data. • Be able to solve problems involving amounts shown in a pie chart.

Y10 LEARNING MAP – UNIT 8: Statistics

Dates of Study:	Term 4 – 3 weeks (9 th – 27 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know the definitions of mean, median, mode and range for a set of data. Recognise different types of correlation from a scatter graph.</p>	<p>Put data into a two-way table and find missing values. Draw and interpret a simple pie chart using fractions of a whole. Find the mean, median, mode or range of a list of values. Interpret a stem and leaf diagram and find the median and range. Compare the mean and range of two distributions and identify any outliers. Draw a scatter graph and describe correlation.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
8.1	Sampling and Bias	Use methods to select a random sample and consider how to avoid bias when collecting data.
8.2	Mean Problems	Solve a 'reverse mean' problem and find the mean of two data sets combined.
8.3	Averages from Tables 1	Find the modal class and the class containing the median from a frequency table.
8.4	Averages from Tables 2	Calculate the mean from a frequency table and estimate the mean for grouped frequencies.
8.5	Exam Challenge – Averages	Solve problems involving averages in different contexts.
8.6	Drawing and Interpreting Pie Charts	Interpret pie charts and draw an accurate pie chart.
8.7	Pie Chart Problems	Solve harder problems involving amounts shown in a pie chart.
8.8	Stem-and-Leaf Diagrams	Draw and interpret stem-and-leaf diagrams.
8.9	Scatter Graphs	Draw a scatter graph for bivariate data and describe the correlation.
8.10	Frequency Polygons	Draw, interpret and compare frequency polygons for grouped data.
8.11	Statistical Diagrams 1	Compare data shown in pictograms, bar charts, two-way tables and scatter graphs.
8.12	Cumulative Frequency Diagrams	Construct and interpret a cumulative frequency diagram.
8.13	Box Plots and Cumulative Frequency	Find median and quartiles from a cumulative frequency diagram and construct a box plot.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Improvement Task from previous unit

Week 3: Straight Line Graphs (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to draw and use a line of best fit on a scatter graph to make predictions. • Be able to find the modal class, range and mean from data in a frequency table and estimate the mean of grouped data. • Be able to solve problems involving amounts shown in a pie chart.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to identify the class that contains the median from data in a frequency table. • Be able to construct and interpret a cumulative frequency diagram and the median and quartiles. • Be able to construct and interpret box plots in order to compare two sets of data.

Y10 LEARNING MAP – UNIT 8: Statistics

Dates of Study:	Term 4 – 3 weeks (9 th – 27 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know the definitions of mean, median, mode and range for a set of data.</p> <p>Recognise different types of correlation from a scatter graph.</p> <p>Know that correlation does not imply causation.</p> <p>Understand the significance of a trend line on a time series graph.</p>	<p>Put data into a two-way table and find missing values.</p> <p>Find the mean, median, mode or range of a list of values.</p> <p>Interpret a stem and leaf diagram and find the median and range.</p> <p>Calculate the mean, range and modal class from data in a frequency table.</p> <p>Draw a scatter graph and describe correlation, using a line of best fit to make predictions.</p> <p>Draw and interpret a frequency polygon or time series graph, and describe the trend over time.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
8.1	Sampling and Bias	Use methods to select a random sample and consider how to avoid bias when collecting data.
8.2	Mean Problems	Solve a 'reverse mean' problem and find the mean of two data sets combined.
8.3	Averages from Tables 1	Find the modal class and the class containing the median from a frequency table.
8.4	Averages from Tables 2	Calculate the mean from a frequency table and estimate the mean for grouped frequencies.
8.5	Drawing and Interpreting Pie Charts	Interpret pie charts and draw an accurate pie chart.
8.6	Pie Chart Problems	Solve harder problems involving amounts shown in a pie chart.
8.7	Scatter Graphs	Draw a scatter graph for bivariate data and describe the correlation.
8.8	Statistical Diagrams 2	Compare data shown in time series graphs, frequency polygons and stem-and-leaf diagrams.
8.9	Cumulative Frequency Diagrams	Construct and interpret a cumulative frequency diagram.
8.10	Box Plots and Cumulative Frequency	Find median and quartiles from a cumulative frequency diagram and construct a box plot.
8.11	Comparing Distributions	Compare the distribution of sets of data using box plots.
8.12	Histograms 1	Construct and interpret histograms with unequal class intervals.
8.13	Histograms 2	Solve problems involving histograms by calculating frequencies.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Improvement Task from previous unit

Week 3: Straight Line Graphs (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to find the modal class, the class that contains the median and estimate the mean from data in a frequency table. • Be able to construct and interpret a cumulative frequency diagram and find the median and quartiles. • Be able to construct and interpret box plots in order to compare two sets of data.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to estimate values from a cumulative frequency graph. • Be able to calculate frequency density in order to construct a histogram with unequal class intervals. • Be able to explain limitations of sampling methods, identify sources of bias and construct a stratified sample.

Y10 LEARNING MAP – UNIT 8: Statistics

Dates of Study:	Term 4 – 3 weeks (9 th – 27 th March)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher



EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Understand the difference between discrete and continuous data. Understand the meaning of bias and know that a sample should be unbiased. Know that correlation does not imply causation. Understand the significance of a trend line on a time series graph. 	<ul style="list-style-type: none"> Put data into a two-way table and find missing values. Interpret a stem and leaf diagram and find the median and range. Calculate the mean, range and modal class, and identify the class that contains the median in a frequency table. Estimate the mean of grouped data. Draw a scatter graph and describe correlation, using a line of best fit to make predictions. Draw and interpret a frequency polygon or time series graph, and describe the trend over time.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
8.1	Sampling and Bias	Use methods to select a random sample and consider how to avoid bias when collecting data.
8.2	Mean Problems	Solve a 'reverse mean' problem and find the mean of two data sets combined.
8.3	Averages from Tables 1	Find the modal class and the class containing the median from a frequency table.
8.4	Averages from Tables 2	Calculate the mean from a frequency table and estimate the mean for grouped frequencies.
8.5	Pie Chart Problems	Solve harder problems involving amounts shown in a pie chart.
8.6	Statistical Diagrams 2	Compare data shown in time series graphs, frequency polygons and stem-and-leaf diagrams.
8.7	Cumulative Frequency Diagrams	Construct and interpret a cumulative frequency diagram.
8.8	Box Plots and Cumulative Frequency	Find median and quartiles from a cumulative frequency diagram and construct a box plot.
8.9	Comparing Distributions	Compare the distribution of sets of data using box plots.
8.10	Histograms 1	Construct and interpret histograms with unequal class intervals.
8.11	Histograms 2	Solve problems involving histograms by calculating frequencies.
8.12	Histograms 3	Estimate the mean from a histogram and find the median by interpolation.
8.13	Exam Challenge – Grouped Data	Solve problems involving interpretation of data presented in box plots and histograms.

Independent Study Plan

- Week 1:** Improvement Task from previous unit
- Week 2:** Improvement Task from previous unit
- Week 3:** Gradient & Equation of a Straight Line (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to estimate values including median and quartiles from a cumulative frequency graph, and construct and interpret a box plot/ • Be able to calculate frequency density in order to construct a histogram with unequal class intervals. • Be able to explain limitations of sampling methods, identify sources of bias and construct a stratified sample.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to solve problems involving histograms by calculating the frequency of each bar. • Be able to complete missing values in a frequency table using information from a histogram. • Be able to estimate the mean from a histogram and find the median by interpolation.

Y10 LEARNING MAP – UNIT 9: Functions and Graphs 1

Dates of Study:	Term 5 – 3 weeks (13 th April – 1 st May)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Different representations can help us visualise abstract concepts in mathematics. Students will learn to plot or sketch graphs of algebraic relationships and begin to see how features of different types of graphs can tell us about the functions they represent.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand co-ordinates in the four quadrants. Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines $y = x$ and $y = -x$.	Plot co-ordinates on a graph in four quadrants. Draw straight line graphs of the form $x = c$ or $y = c$. Complete a table of values for x and y using a simple equation.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
9.1	Drawing Straight Lines 1	Plot the graph of an equation in the form $y = mx + c$ using a table of values.
9.2	Midpoint of a Line Segment	Find the midpoint of a line segment given the co-ordinates of its end points.
9.3	Coordinates and Shape	Solve problems involving co-ordinates in four quadrants.
9.4	Gradient 1	Recognise and work out the gradient of a line segment on a grid.
9.5	Gradient 2	Calculate the gradient of a straight line using the co-ordinates of two points.
9.6	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
9.7	Straight Line Graph Problems	Solve problems using equations of straight lines on a grid.
9.8	Interpreting Real-Life Graphs 1	Interpret the gradient or intercept of a straight-line graph in context.
9.9	Interpreting Real-Life Graphs 2	Draw and interpret a variety of graphs representing real-life situations.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Solving Equations (Consolidation via MathsWatch)

Week 3: Properties of Shapes & Nets (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to plot the graph of an equation in the form $y = mx + c$ using a table of values. • Be able to calculate the gradient of a line segment. • Be able to find the midpoint of two given co-ordinates.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to give the equation of a straight line by finding its gradient and intercept. • Be able to draw the graph of an equation in the form $y = mx + c$ using a gradient-intercept method. • Interpret the intercept or gradient of a straight-line graph in a real-life context.

Y10 LEARNING MAP – UNIT 9: Functions and Graphs 1

Dates of Study:	Term 5 – 3 weeks (13 th April – 1 st May)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Different representations can help us visualise abstract concepts in mathematics. Students will learn to plot or sketch graphs of algebraic relationships and begin to see how features of different types of graphs can tell us about the functions they represent.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines $y = x$ and $y = -x$. Understand the meaning of gradient and recognise positive and negative gradients.	Draw straight line graphs of the form $x = c$ or $y = c$. Complete a table of values for x and y using a simple equation. Plot the graph of an equation in the form $y = mx + c$ using a table of values. Find the midpoint or the gradient of a line segment.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
9.1	Coordinates and Shape	Solve problems involving co-ordinates in four quadrants.
9.2	Gradient 2	Calculate the gradient of a straight line using the co-ordinates of two points.
9.3	Gradient and Intercept	Rearrange an equation of a graph in order to identify the gradient and intercept.
9.4	Drawing Straight Lines 2	Draw the graph of an equation in the form $y = mx + c$ using its gradient and intercept.
9.5	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
9.6	Equation of Parallel Lines	Find the equation of a parallel line with a particular y-intercept.
9.7	Drawing Quadratic Graphs	Plot the graph of a quadratic function by completing a table of values.
9.8	Solving Simultaneous Equations	Solve linear simultaneous equations by finding the intersection of their graphs.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Solving Equations (Consolidation via MathsWatch)

Week 3: Simultaneous Equations (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to give the equation of a straight line by finding its gradient and intercept. • Be able to draw the graph of an equation in the form $y = mx + c$ using a gradient-intercept method. • Be able to interpret the intercept or gradient of a straight-line graph in a real-life context.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to rearrange an equation into the form $y = mx + c$ in order to identify its gradient and intercept. • Be able to draw a graph of an equation in the form $ax + by = c$ by finding points on the axes. • Be able to plot a quadratic graph by completing a table of values. • Be able to solve simultaneous equations graphically.

Y10 LEARNING MAP – UNIT 9: Functions and Graphs 1

Dates of Study:	Term 5 – 3 weeks (13 th April – 1 st May)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Different representations can help us visualise abstract concepts in mathematics. Students will learn to plot or sketch graphs of algebraic relationships and begin to see how features of different types of graphs can tell us about the functions they represent.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines $y = x$ and $y = -x$. Understand the meaning of gradient and recognise positive and negative gradients. Understand the significance of the values of m and c in the equation $y = mx + c$. Understand that the point of intersection of two graphs represents the solution of the simultaneous equations.	Draw straight line graphs of the form $x = c$ or $y = c$. Plot the graph of an equation in the form $y = mx + c$ using a table of values. Find the midpoint or the gradient of a line segment. Write down the equation of a straight line given its gradient and intercept.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
9.1	Gradient 2	Calculate the gradient of a straight line using the co-ordinates of two points.
9.2	Gradient and Intercept	Rearrange an equation of a graph in order to identify the gradient and intercept.
9.3	Drawing Straight Lines 2	Draw the graph of an equation in the form $y = mx + c$ using its gradient and intercept.
9.4	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
9.5	Equation of Parallel Lines	Find the equation of a parallel line with a particular y -intercept.
9.6	Equation of Perpendicular Lines	Find the equation of a perpendicular line with a particular y -intercept.
9.7	Drawing Quadratic Graphs	Plot the graph of a quadratic function by completing a table of values.
9.8	Drawing Cubic Graphs	Plot the graph of a cubic function by completing a table of values.
9.9	Trigonometric Graphs	Draw the graphs of $\sin x$, $\cos x$, $\tan x$ and recognise their key features.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Simultaneous Equations (Consolidation via MathsWatch)

Week 3: Area of Triangles, Quadrilaterals & Circles (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to rearrange an equation into the form $y = mx + c$ in order to identify its gradient and intercept. • Be able to draw a graph of an equation in the form $y = mx + c$ using a gradient-intercept method, or in the form $ax + by = c$ by finding points on the axes. • Be able to plot a quadratic or a cubic graph by completing a table of values. • Be able to solve simultaneous equations graphically.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to find the equation of a line parallel or perpendicular to a given line through a given point. • Be able to relate features of trigonometric graphs to the properties of the trigonometric functions. • Be able to use key features to distinguish between and name different types of graph.

Y10 LEARNING MAP – UNIT 9: Functions and Graphs 1

Dates of Study:	Term 5 – 3 weeks (13 th April – 1 st May)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams in June. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Different representations can help us visualise abstract concepts in mathematics. Students will learn to plot or sketch graphs of algebraic relationships and begin to see how features of different types of graphs can tell us about the functions they represent.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning		
	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
Consolidated through Bell Tasks and Independent Learning	Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines $y = x$ and $y = -x$. Understand the meaning of gradient and recognise positive and negative gradients. Understand the significance of the values of m and c in the equation $y = mx + c$. Understand that the point of intersection of two graphs represents the solution of the simultaneous equations.	Draw straight line graphs of the form $x = c$, $y = c$, or $y = mx + c$, using a table of values if necessary. Find the midpoint or the gradient of a line segment. Rearrange an equation into the form $y = mx + c$ in order to identify its gradient and intercept. Draw the graph of an equation in the form $y = mx + c$ using a gradient-intercept method. Plot a quadratic graph using a table of values. Interpret the intercept or gradient of a straight line graph in a real-life context.

Sequence of Lesson Objectives – Building Knowledge & Skills		
	Lesson Title(s)	Key Lesson Objective(s)
9.1	Gradient and Intercept	Rearrange an equation of a graph in order to identify the gradient and intercept.
9.2	Drawing Straight Lines 2	Draw the graph of an equation in the form $y = mx + c$ using its gradient and intercept.
9.3	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
9.4	Equation of Parallel Lines	Find the equation of a parallel line with a particular y-intercept.
9.5	Equation of Perpendicular Lines	Find the equation of a perpendicular line with a particular y-intercept.
9.6	Drawing Cubic Graphs	Plot the graph of a cubic function by completing a table of values.
9.7	Drawing Reciprocal Graphs	Plot the graph of a reciprocal function by completing a table of values.
9.8	Trigonometric Graphs	Draw the graphs of $\sin x$, $\cos x$, $\tan x$ and recognise their key features.

Independent Study Plan
Week 1: Improvement Task from previous unit
Week 2: Simultaneous Equations (Consolidation via MathsWatch)
Week 3: Area of Triangles, Quadrilaterals & Circles (Knowledge Check via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to draw a graph of an equation in the form $y = mx + c$ using a gradient-intercept method, or in the form $ax + by = c$ by finding points on the axes. • Be able to find the equation of a line parallel or perpendicular to a given line through a given point. • Be able to plot a quadratic, cubic or reciprocal graph by completing a table of values.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to solve problems involving parallel or perpendicular lines on a graph. • Be able to relate features of trigonometric graphs to the properties of the trigonometric functions. • Be able to use key features to distinguish between and name different types of graph.

Y10 LEARNING MAP – UNIT 11: Probability

Dates of Study:	Term 6 – 2 weeks (1 st – 12 th June)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams after completing this unit. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information: Probability is an important tool in understanding many areas of science and medicine, as well as assessing likelihood and risk in everyday situations. It is also an important application of pupils' understanding of ratio, fractions, decimals and percentages.	



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	Understand the probability scale between 0 and 1 and describe probability in words. Know that the probabilities of an exhaustive set of mutually exclusive events sum to one.	Express theoretical probability as a fraction where the denominator is the total possible outcomes. List combinations of possibilities systematically or show them in a table. Complete a two-way table with two sets of categories. Find a missing probability given a set that sum to one.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
11.1	Introducing Probability	Express theoretical probability as a fraction.
11.2	Listing Strategies	List combinations of possibilities systematically.
11.3	Frequency Trees & Probability	Find missing values in a frequency tree and find a given probability.
11.4	Venn Diagrams & Sets	Sort items into a Venn diagram and use set notation to describe the sections.
11.5	Mutually Exclusive Events	Find the probabilities of mutually exclusive events by adding them together.
11.6	Independent Events	Find the probability of more than one independent event occurring by multiplying.
11.7	Expected Outcomes	Find the relative frequency of an event and calculated expected outcomes for a given number of trials.

Independent Study Plan

Week 1: Revision Task for Non-Calculator Exam

Week 2: Revision Task for Calculator Exam

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to complete a frequency tree, and write a given probability as a fraction. • Be able to sort items into a Venn diagram. • Be able to find missing probabilities in a set of mutually exclusive and exhaustive events. • Be able to find the expected frequency of an event given its probability.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to use relative frequency to compare outcomes of experiments. • Be able to draw a probability tree diagram for two events and find the probability of combined outcomes. • Be able to find probabilities from a Venn diagram.

Y10 LEARNING MAP – UNIT 11: Probability

Dates of Study:	Term 6 – 2 weeks (1 st – 12 th June)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams after completing this unit. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Probability is an important tool in understanding many areas of science and medicine, as well as assessing likelihood and risk in everyday situations. It is also an important application of pupils' understanding of ratio, fractions, decimals and percentages.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know that the probabilities of an exhaustive set of mutually exclusive events sum to one.</p> <p>Know the meaning of exhaustive and mutually exclusive events.</p> <p>Understand the concept of the expected frequency of an event.</p> <p>Know how to construct a Venn diagram for two sets.</p>	<p>Express theoretical probability as a fraction where the denominator is the total possible outcomes. List combinations of possibilities systematically or show them in a table.</p> <p>Complete a two-way table with two sets of categories, or a frequency tree.</p> <p>Find a missing probability given a set that sum to one.</p> <p>Find the expected frequency of an event given its probability.</p> <p>Sort items into a Venn diagram.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
11.1	Frequency Trees & Probability	Find missing values in a frequency tree and find a given probability.
11.2	Venn Diagrams & Sets	Sort items into a Venn diagram and use set notation to describe the sections.
11.3	Mutually Exclusive Events	Find the probabilities of mutually exclusive events by adding them together.
11.4	Independent Events	Find the probability of more than one independent event occurring by multiplying.
11.5	Expected Outcomes	Find the relative frequency of an event and calculated expected outcomes for a given number of trials.
11.6	Conditional Probability	Find probabilities of successive dependent events from a tree diagram.
11.7	Venn Diagrams & Conditional Probability	Complete missing frequencies in a Venn diagram and write down conditional probabilities.

Independent Study Plan

Week 1: Revision Task for Non-Calculator Exam

Week 2: Revision Task for Calculator Exam

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none"> • Be able to find missing probabilities in a set of mutually exclusive and exhaustive events, and the expected frequency of an event given its probability. • Be able to use relative frequency to compare outcomes of experiments. • Be able to draw a probability tree diagram for two events and find the probability of combined outcomes. • Be able to sort items into a Venn diagram and find the probability of combined events.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none"> • Be able to use a tree diagram to find the probability of a given combination of two events. • Be able to find missing frequencies in a Venn diagram for two or three events and write down conditional probabilities.

Y10 LEARNING MAP – UNIT 11: Probability

Dates of Study:	Term 6 – 2 weeks (1 st – 12 th June)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams after completing this unit. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Probability is an important tool in understanding many areas of science and medicine, as well as assessing likelihood and risk in everyday situations. It is also an important application of pupils' understanding of ratio, fractions, decimals and percentages.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Know the meaning of exhaustive and mutually exclusive events. Understand the concept of the expected frequency of an event. Know how to construct a Venn diagram for two sets. Understand relative frequency as an estimate of probability. Know that experimental probability becomes more accurate as the number of trials increases. 	<ul style="list-style-type: none"> Complete a two-way table with two sets of categories, or a frequency tree. Find a missing probability given a set that sum to one. Find the expected frequency of an event given its probability. Sort items into a Venn diagram, and find probabilities of combined events. Use relative frequency to compare outcomes of experiments. Draw a probability tree diagram for the outcomes of two events.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
11.1	Venn Diagrams & Sets	Sort items into a Venn diagram and use set notation to describe the sections.
11.2	Mutually Exclusive Events	Find the probabilities of mutually exclusive events by adding them together.
11.3	Independent Events	Find the probability of more than one independent event occurring by multiplying.
11.4	Expected Outcomes	Find the relative frequency of an event and calculated expected outcomes for a given number of trials.
11.5	Conditional Probability	Find probabilities of successive dependent events from a tree diagram.
11.6	Venn Diagrams & Conditional Probability	Complete missing frequencies in a Venn diagram and write down conditional probabilities.
11.7	Algebraic Probability Problems	Solve problems involving conditional probability using algebra.

Independent Study Plan

Week 1: Revision Task for Non-Calculator Exam

Week 2: Revision Task for Calculator Exam

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none"> • Be able to sort items into a Venn diagram and find the probability of combined events. • Be able to use a tree diagram to find the probability of a given combination of two events. • Be able to find missing frequencies in a Venn diagram for two or three events and write down conditional probabilities.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none"> • Be able to use addition and multiplication to calculate the probability of combined events. • Be able to find the probability of a given combination of two events, where the second depends on the outcome of the first. • Be able to form and solve a probability equation to find an unknown value.

Y10 LEARNING MAP – UNIT 11: Probability

Dates of Study:	Term 6 – 2 weeks (1 st – 12 th June)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards their end of year exams after completing this unit. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	Probability is an important tool in understanding many areas of science and medicine, as well as assessing likelihood and risk in everyday situations. It is also an important application of pupils' understanding of ratio, fractions, decimals and percentages.		



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know the meaning of exhaustive and mutually exclusive events. Understand the concept of the expected frequency of an event. Know how to construct a Venn diagram for two sets. Understand relative frequency as an estimate of probability. Know that experimental probability becomes more accurate as the number of trials increases. Understand set notation including $P(A \cup B)$, $P(A \cap B)$ and $P(A')$.</p>	<p>Find the expected frequency of an event given its probability. Sort items into a Venn diagram, and find probabilities of combined events. Use relative frequency to compare outcomes of experiments. Draw a probability tree diagram for the outcomes of two events. Use a tree diagram to find the probability of a given combination of two events.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
11.1	Venn Diagrams & Sets	Sort items into a Venn diagram and use set notation to describe the sections.
11.2	Mutually Exclusive Events	Find the probabilities of mutually exclusive events by adding them together.
11.3	Independent Events	Find the probability of more than one independent event occurring by multiplying.
11.4	Expected Outcomes	Find the number of expected outcomes for an event from a given number of trials.
11.5	Conditional Probability	Find probabilities of successive dependent events from a tree diagram.
11.6	Venn Diagrams & Conditional Probability	Complete missing frequencies in a Venn diagram and write down conditional probabilities.
11.7	Algebraic Probability Problems	Solve problems involving conditional probability using algebra.

Independent Study Plan

Week 1: Revision Task for Non-Calculator Exam

Week 2: Revision Task for Calculator Exam

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none"> • Be able to find missing frequencies in a Venn diagram for two or three events and write down conditional probabilities. • Be able to use addition and multiplication to calculate the probability of combined events. • Be able to find the Be able to form and solve a probability equation to find an unknown value.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none"> • Be able to find conditional probabilities represented in a Venn or tree diagram. • Be able to solve problems involving conditional probabilities. • Be able to solve a probability equation which results in a quadratic, and interpret the solution in the context of the question.

Y10 LEARNING MAP – UNIT 12: Proportional Reasoning 2

Dates of Study:	Term 6 – 4 weeks (22 nd June – 17 th July)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards full mock exams in November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit builds on work earlier in the year with fractions, percentages and proportional amounts. The focus is now on expressing proportion as a ratio and extending this understanding to work with compound measures such as speed and density.		



Mathematics

FOUNDATION PATHWAY – C Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<ul style="list-style-type: none"> Know simple fraction, decimal and percentage equivalents. Understand ratio notation and how to write each part of a ratio as a fraction of the whole. Know simple fractions of an hour and their decimal equivalents. Understand that speed is a measure of distance per unit of time. Know common compound units of speed e.g. m/s, km/h and mph. 	<ul style="list-style-type: none"> Calculate fractions and percentages of an amount, with or without a calculator. Divide a quantity into a given ratio. Solve proportion problems using a unitary method. Solve problems involving scaling up amounts e.g. in a recipe. Work out speed in simple situations using the correct units. Solve problems involving length of time in minutes and hours, with or without a calculator.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
12.1	Dividing in a Ratio	Divide a quantity into a given ratio.
12.2	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
12.3	Ratio Problems 2	Solve problems involving combining ratios with a common part.
12.4	Density as a Ratio	Calculate density as the ratio of mass to volume for an object.
12.5	Density Problems	Solve problems involving mass, volume and density of objects.
12.6	Speed as a Ratio	Calculate speed as the ratio of distance to time for an object.
12.7	Interpreting Distance-Time Graphs	Read information from a distance-time graph and find the speed at any point.
12.8	Drawing Distance-Time Graphs	Draw a journey on a distance-time graph.
12.9	Exam Challenge – Speed, Distance and Time	Solve problems including those involving two parts of a journey at different speeds.
12.10	Best Buy Problems 1	Use proportion to determine the best value for money between different quantities.
12.11	Map Scales	Find distances using a map scale written as a ratio in the form 1:n.
12.12	Currency Exchange	Convert between currencies using a given exchange rate.
12.13	Best Buy Problems 2	Solve problems to find the best buy in situations involving a special offer.

Independent Study Plan

- Week 1:** Improvement Task from previous unit
- Week 2:** Calculating with Fractions (Consolidation via MathsWatch)
- Week 3:** Percentage Problems (Consolidation via MathsWatch)
- Week 4:** Summer Holidays

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	<ul style="list-style-type: none"> • Be able to calculate amounts in a ratio by finding the correct value to take as one part. • Be able to calculate speed, distance or time given the other two quantities, and be able to draw and interpret distance-time graphs.
Desired Outcomes for Most Students (Target 5)	<ul style="list-style-type: none"> • Be able to calculate speed from a distance-time graph, converting units where necessary. • Be able to calculate density, mass or volume using the correct compound units. • Be able to solve ratio problems involving combining ratios with a common part.

Y10 LEARNING MAP – UNIT 12: Proportional Reasoning 2

Dates of Study:	Term 6 – 4 weeks (22 nd June – 17 th July)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards full mock exams in November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit builds on work earlier in the year with fractions, percentages and proportional amounts. The focus is now on expressing proportion as a ratio and extending this understanding to work with compound measures such as speed and density.		



Mathematics

CROSSOVER PATHWAY – B Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p> <p>Know that a multiplier can be used to calculate a percentage increase/decrease in one step.</p> <p>Understand that speed is a measure of distance per unit of time.</p> <p>Know common compound units of speed e.g. m/s, km/h and mph.</p>	<p>Divide a quantity into a given ratio.</p> <p>Calculate an amount when increased or decreased by a given percentage.</p> <p>Solve proportion problems using a unitary method.</p> <p>Work out speed in simple situations using the correct units.</p> <p>Solve problems involving length of time in minutes and hours, with or without a calculator.</p> <p>Be able to draw simple distance-time graphs.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
12.1	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
12.2	Ratio Problems 2	Solve problems involving combining ratios with a common part.
12.3	Compound Interest and Depreciation	Calculate repeated percentage change, e.g. compound interest, using an efficient method
12.4	Density as a Ratio	Calculate density as the ratio of mass to volume for an object.
12.5	Density Problems	Solve problems involving mass, volume and density of objects.
12.6	Speed as a Ratio	Calculate speed as the ratio of distance to time for an object.
12.7	Speed, Distance and Time Problems	Solve problems including those involving journeys in two parts.
12.8	Distance-Time Graphs	Draw and interpret a distance-time graph and find the speed at any point.
12.9	Best Buy Problems 1	Use proportion to determine the best value for money between different quantities.
12.10	Map Scales	Find distances using a map scale written as a ratio in the form 1:n.
12.11	Currency Exchange	Convert between currencies using a given exchange rate.
12.12	Best Buy Problems 2	Solve problems to find the best buy in situations involving a special offer.
12.13	Inverse Proportion	Find one amount that varies in inverse proportion with another.

Independent Study Plan

- Week 1:** Improvement Task from previous unit
- Week 2:** Calculating with Fractions (Consolidation via MathsWatch)
- Week 3:** Percentage Problems (Consolidation via MathsWatch)
- Week 4:** Summer Holidays

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 5)	<ul style="list-style-type: none">• Be able to calculate amounts in a ratio by finding the correct value to take as one part.• Be able to calculate repeated percentage changes, e.g. compound interest or depreciation, using a multiplier method.• Be able to calculate speed, distance or time given the other two quantities.• Be able to draw and interpret distance-time graphs and calculate speed using the gradient of a line.
Desired Outcomes for Most Students (Target 6)	<ul style="list-style-type: none">• Be able to calculate density, mass or volume using the correct compound units.• Be able to solve ratio problems involving combining ratios with a common part.• Be able to recognise the difference between direct and inverse proportion and calculate amounts in either situation.

Y10 LEARNING MAP – UNIT 12: Proportional Reasoning 2

Dates of Study:	Term 6 – 4 weeks (22 nd June – 17 th July)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards full mock exams in November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
Additional Information:	This unit builds on work earlier in the year with fractions, percentages and proportional amounts. The focus is now on expressing proportion as a ratio and extending this understanding to work with compound measures such as speed and density.		



Mathematics

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Understand ratio notation and how to write each part of a ratio as a fraction of the whole.</p> <p>Know that a multiplier can be used to calculate a percentage increase/decrease in one step.</p> <p>Know the relationship between speed, distance and time.</p> <p>Understand that compound units derive from the units of the quantities being divided.</p>	<p>Divide a quantity into a given ratio.</p> <p>Calculate an amount when increased or decreased by a given percentage.</p> <p>Solve proportion problems using a unitary method.</p> <p>Work out speed in simple situations using the correct units.</p> <p>Draw and interpret distance-time graphs and calculate speed using the gradient of a line.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
12.1	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
12.2	Ratio Problems 2	Solve problems involving combining ratios with a common part.
12.3	Compound Interest and Depreciation	Calculate repeated percentage change, e.g. compound interest, using an efficient method
12.4	Density as a Ratio	Calculate density as the ratio of mass to volume for an object.
12.5	Density Problems	Solve problems involving mass, volume and density of objects.
12.6	Speed as a Ratio	Calculate speed as the ratio of distance to time for an object.
12.7	Speed, Distance and Time Problems	Solve problems including those involving journeys in two parts.
12.8	Velocity-Time Graphs 1	Draw and interpret straight and curved velocity-time graphs and calculate acceleration.
12.9	Velocity-Time Graphs 2	Find and interpret the area under straight and curved velocity-time graphs as distance.
12.10	Introduction to Inverse Proportion	Find one amount that varies in inverse proportion with another.
12.11	Constant of Proportionality – Direct	Express a directly proportional relationship algebraically.
12.12	Constant of Proportionality – Inverse	Express an inversely proportional relationship algebraically.
12.13	Graphs of Proportional Quantities	Plot and recognise graphs of amounts in direct or inverse proportion.

Independent Study Plan

- Week 1:** Improvement Task from previous unit
- Week 2:** Calculating with Fractions (Consolidation via MathsWatch)
- Week 3:** Percentage Problems (Consolidation via MathsWatch)
- Week 4:** Summer Holidays

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	<ul style="list-style-type: none">• Be able to calculate amounts in direct or inverse proportion using an algebraic formula.• Be able to find the number of years for compound growth or decay to reach a certain value using trial and improvement.• Be able to solve problems about average speed, given information about two parts of a journey.• Be able to draw and interpret velocity-time graphs where the acceleration of each part is constant.
Desired Outcomes for Most Students (Target 7)	<ul style="list-style-type: none">• Be able to calculate direct and inverse proportion involving squares, cubes and roots.• Be able to calculate density, mass or volume using the correct compound units.• Be able to solve ratio problems involving combining ratios in different situations.

Y10 LEARNING MAP – UNIT 12: Proportional Reasoning 2

Dates of Study:	Term 6 – 4 weeks (22 nd June – 17 th July)	Exam Board:	Pearson Edexcel
Assessments:	<ul style="list-style-type: none"> - Formative assessment is through Skills Quiz A at the end of the unit, and Skills Quiz B around 1-2 weeks later which is teacher-assessed. - Students are given feedback and an Improvement Task to complete. - Students are working towards full mock exams in November. 	Qualification Code:	1MA1
		Tier:	Foundation and Higher
		Additional Information:	



Mathematics

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Independent Learning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Essential skills & strategies</i>
	<p>Know that a multiplier can be used to calculate a percentage increase/decrease in one step.</p> <p>Know the relationship between speed, distance and time.</p> <p>Understand that compound units derive from the units of the quantities being divided.</p> <p>Know that amounts in direct proportion can be described by an equation $y = kx$ and amounts in inverse proportion can be described by an equation $y = \frac{k}{x}$.</p>	<p>Divide a quantity into a given ratio and calculate amounts in a ratio by choosing the correct value to take as one part.</p> <p>Solve direct or inverse proportion problems using a unitary method.</p> <p>Calculate speed, distance or time given the other two quantities.</p> <p>Draw and interpret distance-time graphs and calculate speed using the gradient of a line.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
12.1	Ratio Problems 1	Solve problems where one or more amounts in a ratio are given.
12.2	Ratio Problems 2	Solve problems involving combining ratios with a common part.
12.3	Compound Interest and Depreciation	Calculate repeated percentage change, e.g. compound interest, using an efficient method
12.4	Density as a Ratio	Calculate density as the ratio of mass to volume for an object.
12.5	Density Problems	Solve problems involving mass, volume and density of objects.
12.6	Speed, Distance and Time Problems	Solve problems including those involving journeys in two parts.
12.7	Velocity-Time Graphs 1	Draw and interpret straight and curved velocity-time graphs and calculate acceleration.
12.8	Velocity-Time Graphs 2	Find and interpret the area under straight and curved velocity-time graphs as distance.
12.9	Exam Challenge – Kinematics	Solve problems involving interpreting velocity-time graphs.
12.10	Introduction to Inverse Proportion	Find one amount that varies in inverse proportion with another.
12.11	Constant of Proportionality – Direct	Express a directly proportional relationship algebraically.
12.12	Constant of Proportionality – Inverse	Express an inversely proportional relationship algebraically.
12.13	Graphs of Proportional Quantities	Plot and recognise graphs of amounts in direct or inverse proportion.

Independent Study Plan

Week 1: Improvement Task from previous unit

Week 2: Fraction and Percentage Problems (Consolidation via MathsWatch)

Week 3: Speed, Distance and Time (Consolidation via MathsWatch)

Week 4: Summer Holidays

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	<ul style="list-style-type: none">• Be able to calculate amounts in direct and inverse proportion involving squares, cubes and roots.• Be able to solve ratio problems involving combining ratios in different situations.• Be able to solve problems about average speed, or the density of two substances that are mixed into one.• Be able to draw and interpret velocity-time graphs where the acceleration of each part is constant.
Desired Outcomes for Most Students (Target 8-9)	<ul style="list-style-type: none">• Be able to interpret velocity-time graphs where the acceleration is variable.• Be able to find instantaneous acceleration by estimating the gradient of a velocity-time graph.• Be able to estimate distance travelled by approximating the area under a velocity-time graph.

CORE SUBJECT

**SCIENCE
DOUBLE AWARD
(GCSE)**

Y10



Y10- LEARNING MAP: Fundamental Knowledge

Dates of Study:	W/c 8/9/25 - 22/9/25	Exam Board:	AQA
Assessments:	Baseline assessments	Qualification Code:	8464
		Tier:	Higher and Foundation



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	<p>Awareness <i>Knowledge and understanding</i></p> <p>Cells and Differentiation cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope</p> <p>Atoms and Bonding - a simple (Dalton) atomic model - differences between atoms, elements and compounds - chemical symbols and formulae for elements and compounds - conservation of mass changes of state and chemical reactions.</p> <p>History of the Atom atoms and molecules as particles.</p>	<p>Ability & Application <i>Demonstrate Knowledge & Understanding</i></p> <ul style="list-style-type: none"> the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts the similarities and differences between plant and animal cells the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.
---	--	---

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Cell Structure	Identify the main organelles in different types of cell and explain the function of each.
.2	Specialised Cells	Describe how cells become specialised for different functions and give examples of these.
.3	Stem Cells	Explain the concept of a stem cell and evaluate their use in medicine.
.4	Microscopes practical	Use a microscope to investigate cells
.5	Atomic Structure	Describe the structure of an atom, including the nucleus, and derive the structure of different elements from the periodic table,
.6	Ionic bonding	Describe how atoms bond by the transfer of electrons.
.7	Covalent Bonding	Describe how atoms bond by the sharing of electrons.
.8	Metallic Bonding	Describe how atoms bond by the delocalisation of electrons.
.9	History of the atom	Describe how the model of the atom has changed over time.
.10	Isotopes	Explain the concept of an isotope, and calculate its atomic mass from data.
.12	Baseline Assessments	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	Identify the components of cells and explain the functions of the different parts. Describe the role and the importance of stem cells	Describe the structure of atoms and describe how the different types of bonding occur.	Describe how the model of the atom has changed over time
Desired Outcomes for Most Students	Evaluate the use of stem cells in science and medicine	Use appropriate units to estimate or measure size of cells and organelles Draw structures of any atom of the first 20 elements, draw the bonding structure of simple ionic, covalent and metallic compounds	Evaluate the role of each scientist involved.

Y10- LEARNING MAP: Biology Block 1, part 1

Dates of Study:	w/c 29/9/25 - 20/10/25	Exam Board:	AQA
Assessments:	Biology 1 Midpoint test	Qualification Code:	8464
		Tier:	Higher and Foundation



Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> heredity as the process by which genetic information is transmitted from one generation to the next changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction 	Students should be able to: <ul style="list-style-type: none"> Identify characteristics that are passed on through generation. Identify features that humans would find desirable in an organism Identify features that would help an organisms survive in its environment.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	DNA and the Genome	Describe the structure of DNA and how the understanding of DNA and the genome has advanced human knowledge.
.2	Variation	Describe and explain the causes of variation between individuals and methods for quantifying variation.
.3	Mitosis and Meiosis	Describe the cell cycle and the processes involved in cell division
.4	Reproduction	Describe the processes of sexual and asexual reproduction and explain the advantages and disadvantages of each.
.5	Genetic Inheritance	Describe the rules of genetics and apply these to work out the probability of offspring possessing certain phenotypes.
.6	Genetic Disease	Describe the diseases of CF and polydactyly and explain how they are inherited.
.7	Selective Breeding	Describe the processes of selective breeding and explain why it is performed.
.8	Genetic Engineering	Describe the processes of genetic engineering and explain why it is performed.
.9	Evolution	Describe the development of the theory of evolution and how early ideas were replaced by Darwin's theory.
.10	Natural selection	Explain the process of natural selection and apply it to suggest how modern animals evolved.
.11	Evidence for Evolution	Describe how the rise of antibiotic resistance in bacteria provides evidence for natural selection
.12	Fossils and Extinction	Describe the processes that lead to extinction and how fossils form.
.13	Classification	Describe the work of Linnaeus and Woese and apply it to classify organisms.
.14	Mid Point Test	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the structure of DNA in simple terms Describe the process of cell division in terms of numbers of cells produced and their genetic contents. 	<ul style="list-style-type: none"> Use a punnet square to predict heredity Describe the common genetic diseases 	<ul style="list-style-type: none"> Describe the processes of evolution, artificial selection and genetic engineering. Be able to describe the classification system
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain how the structure of DNA allows it to carry information Describe the processes of the cell cycle in terms of chromosome changes and cell divisions. 	<ul style="list-style-type: none"> Use punnet square diagrams in challenging contexts including sex determination and family trees. Evaluate the risks of genetic diseases and the chances of them occurring. 	<ul style="list-style-type: none"> Explain how the theory of evolution is supported by a range of evidence. Apply classification systems to unfamiliar organisms Use evolutionary trees to solve problems.

Y10- LEARNING MAP: Biology Block 1, part 2



Combined Science

Dates of Study:	w/c 3/11/25 - 17/11/25	Exam Board:	AQA
Assessments:	Biology 1 Endpoint Test	Qualification Code:	8464
		Tier:	Higher and Foundation

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. The basics of sexual reproduction 	Students should be able to: <ul style="list-style-type: none"> Identify organs and organ systems in humans

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	The Nervous System	Describe the structure of the human nervous system and how it is adapted to perform different functions.
.2	Reflexes	Describe the reflex arc, explain its importance and how it provides protection from damage.
.3	Reaction time required practical	Describe how reaction time can be measured.
.4	The endocrine system	Describe the main organs of the endocrine system, their functions and the hormones they produce.
.5	Homeostasis	Explain why homeostasis is important and how negative feedback occurs.
.6	Control of Blood sugar levels	Describe the systems that control blood sugar levels and why these are important
.7	Diabetes	Explain how diabetes symptoms are caused by loss of blood sugar control and how this can be treated.
.8	Body Temperature	Describe the way the body regulates internal temperature.
.9	Hormones and the menstrual cycle	Describe how hormones work to regulate the menstrual cycle.
.10	Contraception	Describe how hormonal and non-hormonal contraceptives work.
.11	Hormones and Fertility	Describe how hormones are used in treatment of infertility and evaluate their use.
.12	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the basic structure of the nervous system Describe the principles of homeostasis 	<ul style="list-style-type: none"> Describe the symptoms and causes of diabetes 	<ul style="list-style-type: none"> Describe how hormones regulates and control the menstrual cycle Describe the use of hormones in contraception and fertility
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain how reflexes work and explain their importance Explain how glucose is regulated 	<ul style="list-style-type: none"> Evaluate data on blood sugar levels Evaluate treatments for diabetes 	<ul style="list-style-type: none"> Explain how a range of contraceptive options work Evaluate data related to IVF and contraception..

Y10- LEARNING MAP: Chemistry Block 1, part 1

Dates of Study:	w/c 24/11/25 - 15/12/25	Exam Board:	AQA
Assessments:	Chemistry 1 Midpoint test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Starting Points – Assumed Prior Learning	
Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i> The particulate nature of matter <ul style="list-style-type: none"> the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure
	Ability & Application <i>Demonstrate Knowledge & Understanding</i> <ul style="list-style-type: none">

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Energy transfer in reactions	Describe the differences between endo and exothermic reactions, measure simple energy changes
.2	Reaction Profiles	Identify the key features of reaction profiles, perform simple bond energy calculations.
.3	Energy changes required practical	Describe the standard method for measuring and energy change in a reaction.
.4	Rate of reaction	Describe how to calculate the rate of reaction from data, interpret graphs of rate of reaction.
.5	Factors affecting the rate of reaction	Explain the main factors affecting the rate of reaction
.6	Rate of reaction required practical	Describe methods for measuring the rate of reaction.
.7	Rates and gases	Describe methods for measuring gases in reactions.
.8	Catalysts	Explain how catalysts affect the rate of a reaction
.9	Reversible reactions	Explain what is meant by a reversible reaction and give examples of common reversible reactions.
.10	Equilibrium	Describe how equilibrium arise and how they affect the appearance of a reaction.
.11	Le Chatelier's Principle	Predict the effect of changing reaction conditions on the position of an equilibrium
.12	Properties of small molecules	Explain how the physical properties of small covalent molecules are determined by their strength of the interactions between their molecules.
.13	Polymers and Giant Structures	Explain how larger molecules properties differ from those of smaller molecules due to differences in their chemical structures and the forces involved.
.14	Crude Oil	Describe the properties and formation of crude oil, including its original source.
.15	Alkanes	Describe the structure and properties of alkanes.
.16	Using Alkanes	Describe the process of fractional distillation and how the products are used.
.17	Burning alkanes practical	Perform an experiment to measure the energy changes when chemicals are burned.
.18	Cracking and alkenes	Describe how alkanes can be converted into shorter, more useful chemicals
.19	Mid point Test	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Calculate the rate of a reaction from data tables or graphs, including the use of tangents (HT only)• Describe why changing concentration, temperature and surface area affect the rate of a reaction using particle theory.• Describe the effect of catalysts on reactions and explain how they work in terms of activation energy.•	<ul style="list-style-type: none">• Describe the structure and properties of alkanes• Describe the process of fractional distillation and the uses of each fraction• Describe the process of cracking and why it is performed.• Describe the test for alkenes	
Desired Outcomes for Most Students	<ul style="list-style-type: none">• State what is meant by a reversible reaction & explain how an equilibrium state can form• Explain, using Le Chatelier's principle, the effect of changing pressure, concentration & temperature on the position of an equilibrium (HT only)		

Y10- LEARNING MAP: Chemistry Block 1, part 2

Dates of Study:	w/c 5/1/26 - 26/1/26	Exam Board:	AQA
Assessments:	Chemistry 1 Endpoint Test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<p>Earth and atmosphere</p> <ul style="list-style-type: none"> Earth as a source of limited resources and the efficacy of recycling the composition of the atmosphere the production of carbon dioxide by human activity and the impact on climate. <p>Pure and impure substances</p> <ul style="list-style-type: none"> the concept of a pure substance & mixtures the identification of pure substances. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	History of the atmosphere	Describe the formation of the modern atmosphere from the first atmosphere 4 billion years ago to the preindustrial period.
.2	Climate Change	Describe the changes in the atmosphere that have taken place in the industrial period.
.3	Evidence for change	Describe and evaluate sources of evidence for atmospheric changes.
.4	Air pollution	Describe the main sources of human generated air pollution
.5	Water Cycle and Potable water	Describe the way we produce safe drinkable water
.6	Waste water	Describe how wastewater is made safe.
.7	Carbon Footprint	Describe how human activity produces a carbon footprint
.8	Metals, reuse and recycling	Evaluate ways of reducing the environmental impact of our use of resources
.9	LCA and C-cycle	Evaluate ways of reducing the environmental impact of our use of resources
.10	Purity and Chromatography	Describe what is meant by 'pure' and how purity can be tested.
.11	Purity of water practical	Describe a method for assessing the purity of water samples.
.12	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment			
Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the changes in the atmosphere over the last 4.6 billion years, and the processes that caused these changes. Explain the greenhouse effect, and the way humans are affecting it. Describe the effects of climate change and the risks these pose to human populations, animals and the environment. 	<ul style="list-style-type: none"> Describe the ways humans use resources Describe how potable water is produced and wastewater cleaned Describe ways in which metal ores can be extracted 	<ul style="list-style-type: none"> Define "pure" and "formulation" Describe how to perform chromatography and how to analysis a chromatogram Describe the tests for oxygen, chlorine, carbon dioxide and hydrogen gas.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Describe the common sources of air pollution Predict the effect of combustion of a fuel based on data and explain the likely problems this will cause. 	<ul style="list-style-type: none"> Describe how use of resources can be reduced Explain what a LCA is and be able to perform one. 	<ul style="list-style-type: none"> Apply these tests to identify chemicals

Y10- LEARNING MAP: Physics Block 1, part 1

Dates of Study:	w/c 2/2/26 - 9/3/26	Exam Board:	AQA
Assessments:	Physics 1 Midpoint test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<p>Observed waves</p> <ul style="list-style-type: none"> waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel. <p>Sound waves</p> <ul style="list-style-type: none"> frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound sound needs a medium to travel, the speed of sound in air, in water, in solids sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal auditory range of humans and animals. <p>Light waves</p> <ul style="list-style-type: none"> the similarities and differences between light waves and waves in matter light waves travelling through a vacuum; speed of light. 	<p>Light waves</p> <ul style="list-style-type: none"> the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection. <p>Motion</p> <ul style="list-style-type: none"> speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) the representation of a journey on a distance-time graph

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Waves	Describe the features of transverse and longitudinal waves
.2	Waves Experiments	Describe how to measure the properties of waves in gases and solids
.3	Ripple Tank	Describe how to measure the properties of waves in liquids.
.4	EM Spectrum 1	Describe the properties, uses and risks of the electromagnetic spectrum
.5	Infra-red	Investigate the transfer of energy by infra-red waves
.6	Visible Light	Investigate reflection and refraction
.7	X-Rays and Gamma Rays	Describe the uses and risks of high frequency radiation
.8	Speed and Distance	Apply the speed distance time equation
.9	Vectors and Scalars	Describe the differences between vectors and scalars and apply this to motion
.10	Acceleration	Apply the acceleration equations and describe how acceleration can be measured
.11	Motion Graphs	Use motion graphs to find the speed and acceleration of objects
.12	Mid point Test	

Independent Study Plan

<p>Weekly GCSEPOD activities</p>

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• The structure of the two types of wave• Recognise the main parts of either type of wave on a diagram• Use the wavespeed and period equations• Describe the parts of the EM spectrum and know their order in terms of frequency and wavelength• Describe methods for measuring waves in solids, liquids and gases• Describe a method to measure refraction of a wave• Describe a method to measure the infrared emission or absorption of an object	<ul style="list-style-type: none">• Define Distance, displacement, speed and velocity• Explain the difference between vectors and scalars• Describe acceleration due to gravity and how it relates to weight• Use distance/time and velocity/time graphs
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Describe a use and a risk for each type of EM wave• Draw a ray diagram showing refraction	<ul style="list-style-type: none">• Explain terminal velocity• Use the principle of conservation of momentum

Y10- LEARNING MAP: Physics Block 1, part 2

Dates of Study:	w/c 9/3/26 - 23/3/26	Exam Board:	AQA
Assessments:	Physics 1 Endpoint Test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding of</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Forces <ul style="list-style-type: none"> forces as pushes or pulls, arising from the interaction between two objects forces: associated with deforming objects; non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only) change depending on direction of force and its size Magnetic forces <ul style="list-style-type: none"> magnetic poles, attraction and repulsion 	Forces <ul style="list-style-type: none"> using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water forces measured in newtons, measurements of stretch or compression as force is changed force-extension linear relation; Hooke’s Law as a special case, work done and energy changes on deformation forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only) change depending on direction of force and its size Magnetic forces <ul style="list-style-type: none"> magnetic fields by plotting with compass, representation by field lines

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Newton’s 1 st Law	Describe newton’s first law and use it to calculate forces in balance
.2	Newton’s 2 nd Law	Describe newton’s second law and use it to calculate acceleration.
.3	F=ma practical	Describe methods to measure acceleration
.4	Newton’s 3 rd Law	Explain how Newton’s 3 rd law produces motion when objects interact
.5	Work and Forces	Apply the W=Fs equation
.6	Elastic Forces	Investigate the way forces cause objects to deform
.7	Weight	Apply the W=mg equation
.8	Stopping	Describe and explain the factors that affect the stopping distance of a vehicle
.9	Terminal Velocity	Explain the concept of terminal velocity
.10	Momentum	Describe momentum and the factors that affect it.
.11	Conservation of momentum	Use the principle of conservation of momentum to predict the outcome of collisions.
.12	Magnets	Describe the way magnets and magnetic fields interact.

Independent Study Plan

Weekly GCSEPOD activities

.13	Magnets 2	Explain the concept of an 'induced magnet'
.14	Electromagnets	Explain how electrical currents can produce magnetic forces
.15	Motors	Apply the motor effect rule to explain how a DC motor functions
.16	End of topic assessment	



Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the basic concepts of forces including Newton's three laws. Describe the forces involved in elastic transformations Describe the factors affecting stopping distance 	<ul style="list-style-type: none"> Draw the field of a permanent magnet, a wire and a solenoid Explain what is meant by an induced magnet Explain how a compass can be used to measure a magnetic field of a magnet and of the Earth.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Use vector diagrams to combine forces (HT) Draw free body diagrams 	<ul style="list-style-type: none"> Describe the structure and function of a DC motor (HT) Apply the $F=BIL$ equation (HT)

Y10- LEARNING MAP: Biology Block 2, part 1

Dates of Study:	w/c 30/3/26 - 11/5/26	Exam Board:	AQA
Assessments:	Biology 2 Midpoint test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops how organisms affect, and are affected by, their environment, including the accumulation of toxic materials 	<ul style="list-style-type: none"> the importance of plant reproduction through insect pollination in human food security

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Communities	Explain the concepts of interdependence and biodiversity
.2	Biotic and Abiotic Factors	Explain how changes in biotic and abiotic factors affect the distribution of organisms
.3	Adaptation	Describe how animals and plants are adapted for different climates
.4	Competition	Describe the ways organisms compete for resources
.5	Trophic levels and pyramids	Use food chains, webs and pyramids to represent feeding relationships
.6	Carbon and water cycle	Describe the carbon and water cycles and the roles played by biological processes in each.
.7	Human population and waste	Describe how changes in human populations are affecting the air, land and water.
.8	Quadrats and transects	Describe how to use quadrats and transects to measure populations and distribution
.9	Mid point Assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> describe the different levels of organisation in an ecosystem from individual organisms to the whole ecosystem describe the importance of interdependence and competition in a community. suggest the factors for which organisms are competing in a given habitat Explain how photosynthetic organisms produce biomass for life on Earth Identify the features of predator/prey cycles from data or graphs explain the importance of the carbon and water cycles to living organisms describe some of the biological consequences of global warming describe both positive and negative human interactions in an ecosystem and explain their impact on biodiversity
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain how a change in an biotic or abiotic factor would affect a given community given appropriate data or context. Interpret and explain the processes in diagrams of the carbon cycle, the water cycle.

Y10- LEARNING MAP: Biology Block 2, part 2

Dates of Study:	w/c 11/5/26 - 8/6/26	Exam Board:	AQA
Assessments:	Biology Endpoint Test	Qualification Code:	8464
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding of</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> the reactants in, and products of, photosynthesis, and a word summary for photosynthesis the adaptations of leaves for photosynthesis 	<ul style="list-style-type: none"> the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Plant structure	Describe the main organs and tissues found in plants
.2	Plant transport	Describe how plants transport water and sugars through the vascular system.
.3	Photosynthesis	Describe the chemical reaction of photosynthesis and the uses of the different products.
.4	Rate of photosynthesis required practical	Investigate the factors that affect the rate of photosynthesis
.5	Limiting factors	Explain how light intensity, carbon dioxide levels and temperature affect the rate of photosynthesis
.6	Stomata	Describe how stomata control gas exchange in leaves and use microscopes to estimate the number of stomata on a leaf.
.7	Plant Disease	Describe the causes and symptoms of common plant diseases
.8	Plant defences	Describe the way plants defend themselves from diseases and herbivores
.9	Stem sections	Investigate the structure of the stem using microscopes
.10	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Explain how the structures of plant tissues, such as root hair cells, xylem and phloem, are related to their functions. Explain the effect of changing temperature, humidity, air movement and light intensity on the rate of transpiration. Describe the effect of rose blackspot and tobacco mosaic virus on plant health. Describe the process of photosynthesis including the equations and the uses of the products.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain the effects of temperature, light intensity, carbon dioxide concentration, and the amount of chlorophyll on the rate of photosynthesis. Measure and calculate rates of photosynthesis from data

Y10- LEARNING MAP: Biology Paper 1 content

Dates of Study:	w/c 22/6/26 - 13/7/26	Exam Board:	AQA
Assessments:	End point assessment	Qualification Code:	8464
		Tier:	Higher and Foundation



Starting Points – Assumed Prior Learning

Consolidated through Bell tasks and Recap Tasks	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Enzymes and Biochemistry <ul style="list-style-type: none"> aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration the impact of exercise, asthma and smoking on the human gas exchange system 	<ul style="list-style-type: none"> the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Aerobic Respiration	Describe the process of aerobic respiration and why organisms need to perform it.
.2	Anaerobic Respiration	Describe anaerobic respiration and how it differs in animals, plants and microorganisms.
.3	Exercise	Explain the effect of exercise on respiration, including the concept of oxygen debt.
.4	Metabolism	Describe metabolism and explain the factors that affect it.
.5	Pathogens	Describe the way microorganisms cause disease.
.6	Diseases	Describe the key features of common human diseases.
.7	Immunity and defence	Describe the bodies innate and adaptive defences and explain how they function.
.8	Vaccination	Explain how vaccinations work and evaluate their effectiveness
.9	Antibiotics and Drug Development	Describe how drugs are development and how the process minimises risk for patients.
.10	End of topic assessment	

Independent Study Plan
Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the process of aerobic and anaerobic respiration in animals, plants and microorganisms. Describe the effect of exercise on the body and how this relates to the rate and type of respiration used. Define metabolism Describe the symptoms of common viral, bacterial, fungal and protist diseases Describe the innate defences of the body and the functions of the immune system Describe the process of drug development
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Analyse data relating to heart rate, breathing rate and oxygen debt. Explain how vaccination works Evaluate the medical interventions in the topic

COMPULSORY SUBJECT

CITIZENSHIP (GCSE)

Y10



Y10 - LEARNING MAP – Life in Modern Britain (Paper 2)

Dates of Study:	Autumn Term September 2025 – Spring Term (1 st week of January 2026).	Exam Board:	AQA
Assessments:	Exam Challenge Lessons, Independent study knowledge quizzes + summative end of unit assessment for grade card 1.	Qualification Code:	8100
		Tier:	N/A
Additional Information:	In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.		



Citizenship Studies

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through diagnostic questioning, base line assessment and independent study.	<ul style="list-style-type: none"> British Values. Social media types. News and mass-media. Faiths, ethnicities and cultures. Awareness of Brexit. The role of Charities. UK National Identities. 	<ul style="list-style-type: none"> Ability to comprehend basic texts. Ability to construct basic arguments. Ability to write to persuade. Ability to infer meaning from sources.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	British Values 1	To understand the key principles that underpin modern Britain's norms and values.
.2	British Values 2	To understand how inequalities in modern British society may be perceived as a threat to British Values.
.3	Personal Identities	To understand what makes an individual unique in modern Britain.
.4	British National Identities	To understand the complex national identity of Citizens of the United Kingdom and the respective cultures of each constituent country.
.5	Exam Challenge Lesson 1	Assessments of points 1-4.
.6	Immigration 1	To understand why people, migrate to modern Britain.
.7	Immigration 2	To assess the impact of migration on modern Britain.
.8	Multicultural Modern Britain 1	To assess the degree to which multiculturalism has failed in the UK.
.9	Multicultural Modern Britain 2	To assess the degree to which multiculturalism has failed in the UK.
.10	The UK's Ageing Population	To understand the impact an aging population will have on the UK and to justify solutions.
.11	Exam Challenge Lesson 2	Assessments of points 6-10.
.12	The Media 1	To understand the extent to which the media influences modern British society.
.13	The Media 2	To assess the extent to which the British press acts in the public interest.
.14	Media Regulation 1	To assess the effectiveness of the media in holding those in power to account.
.15	Media Regulation 2	To understand why media regulation and censorship can be deemed necessary.
.16	Exam Challenge Lesson 3 (Grade Card Assessment).	Assessment of points 12-15.

.17	International Organisations 1	To understand the UK's role in International Organisations – The UN, NATO, Commonwealth, Council of Europe, World Trade Organisation.
.18	International Organisations 2	To understand the UK's role in International Organisations – The UN, NATO, Commonwealth, Council of Europe, and The World Trade Organisation.
.19	International Organisations 3	Extra Lesson slot if needed for lower ability groups.
20.	UK's Changing Relationship with the EU	To assess the impact of Brexit on the UK and to interpret evidence to understand how the UK's relationship with the EU has changed/is continuing to change.
21.	Exam Challenge Lesson 4	Assessment of points 17-20.
22.	The UK's role in international conflict resolutions	To assess the effectiveness of the UK's involvement in global conflict resolutions.
23.	Non-Governmental Organisations	To understand the role of NGOs and assess their effectiveness in comparison to Government intervention in Humanitarian crises.
24.	Opportunities & Barries to Democracy	To be able to articulate the opportunities and barriers that UK citizens face within modern British society.
25.	End of Unit Assessment (Grade Card Assessment).	Assessment of all taught content so far.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Explain the values and principles that underpin life in British society, such as democracy, rule of law, and respect for rights and freedoms. • Describe the key features of UK identity, including national, regional and multiple identities, and how these are shaped by history, migration and culture. • Understand the role of the media and free press in a democratic society, including its responsibilities, limits, and influence on public opinion. • Identify the UK's role in key international organisations such as the UN, NATO, the EU (past membership), the Commonwealth, and the WTO. • Explain how the UK contributes to international conflict resolution and how NGOs respond to humanitarian crises. • Describe how citizens can participate in democracy, including through voting, campaigning, petitions, and joining interest or pressure groups. • Give examples of citizen actions that have brought about change or challenged injustice in the UK.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Assess the extent to which British values are upheld in contemporary society, drawing on current examples and legal protections. • Evaluate the impact of national and multiple identities on community cohesion, individual belonging, and democratic participation. • Analyse the role of the media and the free press in influencing democratic debate and holding those in power to account—while weighing up ethical considerations like privacy, bias, and press regulation. • Make meaningful connections between the UK's involvement in international organisations and its influence on peacekeeping, global justice, and post-Brexit politics. • Link learning to their own role as active citizens, using examples from the Active Citizenship Project in Year 11 to reflect on how individual and collective action can bring about change. • Compare the effectiveness of different methods of democratic participation, such as lobbying, petitions, protest, and digital activism—using real-world or case study examples. • See synoptic links across units, e.g. how legal rights studied in <i>Rights and Responsibilities</i> support citizen action in <i>Life in Modern Britain</i>, or how the electoral system in <i>Politics and Participation</i> affects whose voice is heard. • Apply higher-order citizenship skills such as argument development, source analysis, and critical reflection to current social, political, and global issues.

AQA GCSE Citizenship Studies

Independent Study Learning Plan:

Life in Modern Britain – Paper 2

Biweekly Rotational Independent Study Plan:

- In **week 1**, students will complete a self-marking knowledge quiz set via Microsoft Forms. *
- In **week 2**, the homework will focus on developing exam skills through structured exam question analysis and response (question interrogation). *

** Knowledge quizzes only until after the first exam challenge lesson has been completed. Quizzes and exam question interrogation replaced with feedback task following exam challenge lessons.

Weekly Plan – Knowledge & Skill Consolidation Schedule:

	Lesson Title(s)	Assignment to be set on Teams via Microsoft Forms:
.1	British Values 1	Knowledge Quiz 1
.2	British Values 2	
.3	Personal Identities	Knowledge Quiz 2
.4	British National Identities	
.5	Exam Challenge Lesson 1	Complete Feedback Task at home.
.6	Immigration 1	
.7	Immigration 2	Exam Question Interrogation 1
.8	Multicultural Modern Britain 1	Knowledge Quiz 3
.9	Multicultural Modern Britain 2	
.10	The UK's Ageing Population	Complete Feedback Task at home.
.11	Exam Challenge Lesson 2	
.12	The Media 1	Exam Question Interrogation 4
.13	The Media 2	
.14	Media Regulation 1	Complete Feedback Task at home.
.15	Media Regulation 2	
.16	Exam Challenge Lesson 3 Grade Card Assessment.	Knowledge Quiz 4
.17	International Organisations 1	
.18	International Organisations 2	
.19	International Organisations 3	

20.	UK's Changing Relationship with the EU	Exam Question Interrogation 5
21.	Exam Challenge Lesson 4	Complete Feedback Task at Home.
22.	The UK's role in international conflict resolutions	
23.	Non-Governmental Organisations	Knowledge Quiz 5
24.	Opportunities & Barriers to Democracy	
25.	End of Unit Assessment Grade Card Assessment.	<u>A Shadow paper will follow as independent study – student friendly mark schemes will be provided.</u>

Y10- LEARNING MAP – Rights & Responsibilities (Paper 2)

Dates of Study:	Spring Term 12th January 2026 – Summer term 8 th May 2026.	Exam Board:	AQA
Assessments:	Exam Challenge Lessons, Independent study knowledge quizzes + summative end of unit assessment for grade card 2.	Qualification Code:	8100
		Tier:	N/A
Additional Information:	In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.		



Citizenship Studies

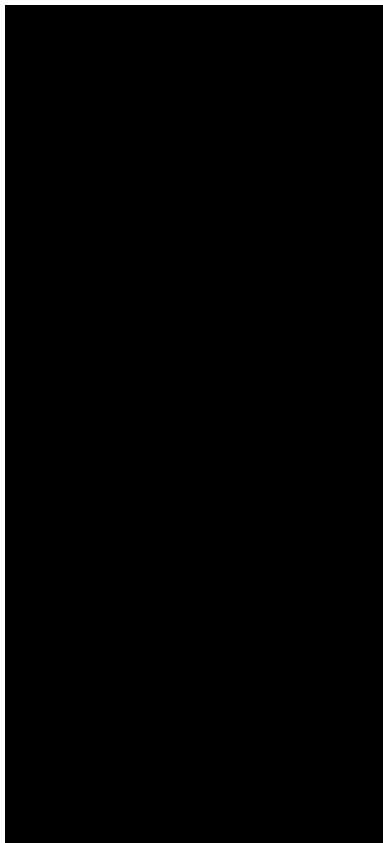
Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through	<ul style="list-style-type: none"> Familiarity with British values, especially the rule of law and democracy. Understanding of the role of UK institutions (e.g. government, Parliament, courts, police). Awareness of rights, responsibilities, and diversity in the UK. Experience of citizenship participation (e.g. campaigning, voting, lobbying). 	<ol style="list-style-type: none"> Can explain and apply key concepts like rights, laws, and justice. Able to analyse real-world examples and legal case studies. Confident in using citizenship skills such as enquiry, debate, and evaluation. Understands how citizens interact with the legal system and influence change.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Fundamental Principles of Law Lesson 1	To understand why laws are needed in society
.2	Fundamental Principles of Law Lesson 2	To understand why laws are needed in society
.3	Global Laws	To understand the necessity of global laws within the context of protecting rights and freedoms of the world's population.
.4	Police roles and powers Lesson 1	To understand the significance of the role and power of the police in the UK and to assess the extent to which the powers held by the police are appropriate.
.5	Police Roles and powers Lesson 2	To understand the significance of the role and power of the police in the UK and to assess the extent to which the powers held by the police are appropriate.
.6	Exam Challenge Lesson 1	Assessment and consolidation of knowledge points 1-5.
.7	The British Judiciary and Court System Lesson 1	To understand how the British judiciary and court system operates and to be able to compare the system established in England & Wales with that of Scotland and Northern Ireland.
.8	The British Judiciary and Court System Lesson 2	To understand how the British judiciary and court system operates and to be able to compare the system established in England & Wales with that of Scotland and Northern Ireland.
.9	The British Judiciary and Court System Lesson 3	To understand how the British judiciary and court system operates and to be able to compare the system established in England & Wales with that of Scotland and Northern Ireland.
.10	Exam Challenge Lesson 2	Assessment and consolidation of knowledge points 7-9.
.11	Alternative Dispute Resolutions	To understand what is meant by the term Alternative Dispute Resolution and to be able to critically assess the success of each method.

.12	Rights and Responsibilities at different ages	To understand why it is that our legal rights within the UK change at different ages. To assess the extent to which legal rights currently match to the most appropriate age e.g. Voting rights.
.13	Human Rights Lesson 1	To investigate how universal human rights can be applied to both adults and children in Modern Britain.
.14	Human Rights Lesson 2	To investigate instances across history which show that human rights have not always been adequately protected and to assess the extent to which more still needs to be done to protect human rights in the 21 st century.
.15	Rights of British Citizens over time	To understand the significance of the Magna Carta on the rights of Citizens in Modern Britain.
.17	Exam Challenge Lesson 3	Assessment and consolidation of knowledge points 11-15.
.18	Crime and Profile of Criminality in the UK	To investigate the profile of a 'typical' criminal in modern Britain.
.19	Adult Sentencing Lesson 1	To assess the extent to which placing criminals in prison is the best method of dealing with criminality in the UK.
.20	Adult Sentencing Lesson 2	To assess the extent to which placing criminals in prison is the best method of dealing with criminality in the UK.
.21	Youth Courts and Sentencing Lesson 1	To analyse the differences between adult and youth court systems in England & Wales. To assess the extent to which the current age of criminal responsibility in England & Wales is appropriate.
.22	Youth Courts and Sentencing Lesson 2	To analyse the differences between adult and youth court systems in England & Wales. To assess the extent to which the current age of criminal responsibility in England & Wales is appropriate.
.23	Exam Challenge Lesson 4	Assessment and consolidation of knowledge points 18-22.
.24	Trade Unions & Employers' Associations Lesson 1	To understand the role of trade unions and employers' associations in protecting citizen's rights in the workplace.
.25	Trade Unions & Employers' Associations Lesson 2	To understand the role of trade unions and employers' associations in protecting citizen's rights in the workplace.
.26	Bringing About Change in the British Legal System	To investigate the ways in which citizens of the United Kingdom can bring about positive change within the legal system.
.27	End of unit assessment (Grade Card Assessment).	Assessment and consolidation of a variety of knowledge points.



Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ol style="list-style-type: none"> 1. Describe the purpose of laws and the principles that support rights and freedoms (e.g. rule of law, equality before the law). 2. Outline the roles of the police, courts, and legal representatives in the justice system. 3. Identify the difference between civil and criminal law, and when these apply. 4. List and describe key human rights documents (e.g. Human Rights Act, UNCRC, ECHR). 5. Outline simple ways citizens can take part in the legal system (e.g. as jurors, witnesses, or campaigners).
Desired Outcomes for Most Students	<ol style="list-style-type: none"> 1. Explain why laws are needed in society and how legal principles protect freedoms and promote justice. 2. Explain how different parts of the justice system work together and assess their importance. 3. Compare and explain the differences between civil and criminal law, with relevant examples. 4. Evaluate the impact of human rights legislation on individuals and society. 5. Analyse how citizens and groups can influence the legal system and evaluate their effectiveness.

AQA GCSE Citizenship Studies Independent Study Learning Plan:

Rights & Responsibilities – Paper 2

Biweekly Rotational Independent Study Plan:

- In **week 1**, students will complete a self-marking knowledge quiz set via Microsoft Forms. *
- In **week 2**, the homework will focus on developing exam skills through structured exam question analysis and response (question interrogation). *

** Knowledge quizzes only until after the first exam challenge lesson has been completed. Quizzes and exam question interrogation replaced with feedback task following exam challenge lessons.

Weekly Plan – Knowledge & Skill Consolidation Schedule:

Lesson Number Assignment to be set on Teams via Microsoft Forms:

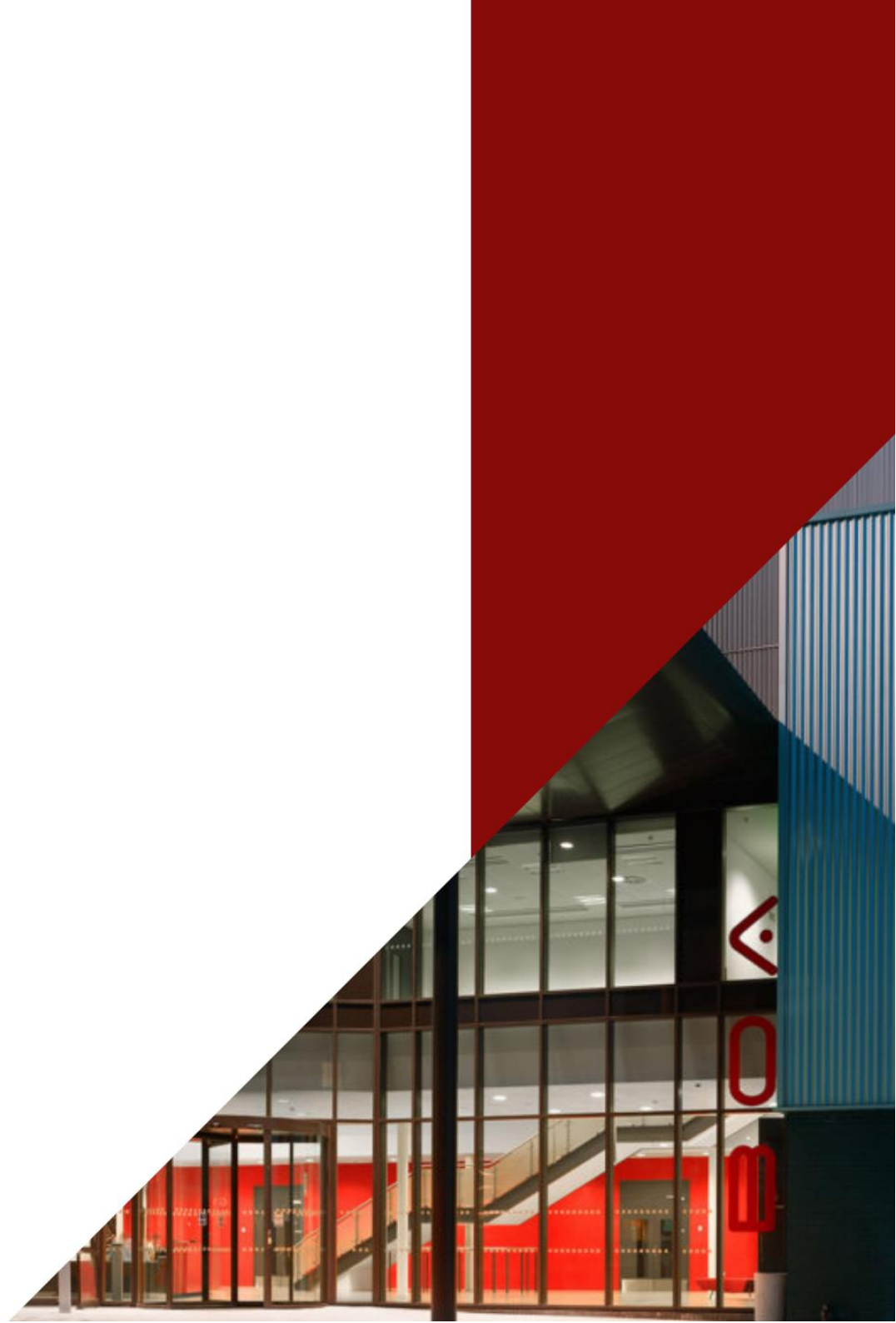
Lesson Number	Lesson Title(s)	Independent Study Task
.1	Fundamental Principles of Law Lesson 1	Knowledge Quiz 1
.2	Fundamental Principles of Law Lesson 2	
.3	Global Laws	Knowledge Quiz 2
.4	Police roles and powers Lesson 1	
.5	Police Roles and powers Lesson 2	Exam Question Reflection Task at home
.6	Exam Challenge Lesson 1	
.7	The British Judiciary and Court System Lesson 1	Knowledge Quiz 3
.8	The British Judiciary and Court System Lesson 2	
.9	The British Judiciary and Court System Lesson 3	
.10	Exam Challenge Lesson 2	Exam Question Interrogation.
.11	Alternative Dispute Resolutions	Knowledge Quiz 4
.12	Rights and Responsibilities at different ages	
.13	Human Rights Lesson 1	Exam Question Interrogation.
.14	Human Rights Lesson 2	
.15	Rights of British Citizens over time	Exam Question Reflection Task at home
.17	Exam Challenge Lesson 3	
.18	Crime and Profile of Criminality in the UK	Knowledge Quiz 5

.19	Adult Sentencing Lesson 1	
.20	Adult Sentencing Lesson 2	Exam Question Interrogation.
.21	Youth Courts and Sentencing Lesson 1	
.22	Youth Courts and Sentencing Lesson 2	Exam Question Reflection Task at home.
.23	Exam Challenge Lesson 4	
.24	Trade Unions & Employers' Associations Lesson 1	End of unit Examination Home Revision Boost Booklet to be set.
.25	Trade Unions & Employers' Associations Lesson 2	
.26	Bringing About Change in the British Legal System	
.27	End of Unit Assessment (Grade Card Data).	

PATHWAY SUBJECT

**ACTING
(BTEC LEVEL 2)**

Y10



Y- LEARNING MAP- Year 10 Component 2 – Developing skills and techniques in the Performing Arts.

Dates of Study:	Term 1 – 2 Sept 1 st - Dec 18 th 2025	Exam Board:	Pearsons (BTEC)
Assessments:	<ul style="list-style-type: none"> Summative Component 2 - Developing skills and techniques in the performing arts. Internally moderated. Formative assessments – Week ½ - skills based assessment to gauge where students are. Week 7 – turn in Actors notebook for formative grade. Feedback given to make improvements Week 8 – Performance based formative feedback 	Qualification Code:	603/0406/6
		Tier:	Level 1/2
Additional Information:	Students develop skills as a performer to prepare for a career in the performing arts industry. BTEC Comp 2 Brief - students have been asked by an arts festival to prepare a performance/presentation to showcase talent for an upcoming event with work that relates to the theme Friendship. They will learn, rehearse and perform an extract from existing professional repertoire in 2s or 3s. Alongside this, students will create an Actor’s notebook detailing the rehearsal process and reflecting on the performance.		



CREATIVE, DIGITAL & PERFORMING ARTS
ACADEMY

ACTING

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through targeted questioning, modelling of rehearsal techniques, and regular reflection activities (peer, self, and teacher) to embed key terminology and performance skills.	<p>Students have a basic understanding of performance terminology, including terms such as character, objective, motivation, voice, movement, and blocking.</p> <p>They also have a general awareness of scripted performance, having previously explored scenes or short texts in Key Stage 3 and an introductory knowledge of rehearsal processes, including group collaboration, responding to direction, and experimenting with performance ideas.</p>	<p>Students can apply vocal and physical skills at a basic level, such as projecting voice, varying tone, using gesture and posture to show character. They can work cooperatively in rehearsals, responding to feedback, following direction, and remaining focused in task-based group work.</p> <p>Students can also begin to shape a performance, making simple decisions about characterisation, staging, and interaction with others on stage.</p> <p>They can record and explain some of their choices, using an Actor’s Notebook or rehearsal log to demonstrate basic reflection on their process.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Industry week	Understand the structure and expectations of the performing arts industry, including professional roles, rehearsal processes, and performance preparation.
.2	Get to know, fun, ensemble building, comp 2 intro with Actors notebook examples, skills audit 1 due	Develop ensemble skills and begin reflecting on personal strengths and areas for development through the first skills audit and Actor’s Notebook.

Independent Study Plan

- Week 1:**
- Week 2:** Begin Actor’s notebook
- Week 3:** Prepare audition

.3	Intro to text as a whole and duologue options, read script	Demonstrate understanding of performance texts and explore a range of duologue/group scene options through reading and discussion.
.4	Auditions (film), put into partners/groups	Apply audition techniques and respond to casting feedback to begin collaborative planning with duologue partners.
.5	Rehearsals begin, rehearsal techniques and workshops	Use rehearsal strategies (e.g., hot-seating, objectives, status) to begin shaping character and relationship in duologue work.
.6	Rehearsals, Rehearsal Log due, (film)	Track progress and development through detailed rehearsal logs and demonstrate commitment to refining character and blocking.
.7	Rehearsals, show back & feedback, opening evening – duologues	Apply feedback from peers and teachers to improve performance quality; begin sharing work with an audience for formative response.
.8	Rehearsals and skills audit due	Reflect on development since Skills Audit 1, identifying how rehearsal and feedback have supported skill progression.
.9	Rehearsals (film)	Demonstrate focused rehearsal of duologue/group performance, applying vocal and physical characterisation, timing, and partner awareness, while capturing evidence on film for assessment and reflection in the rehearsal log.
.10	Rehearsals, dress rehearsal	Perform duologue with technical and physical accuracy under performance conditions in preparation for final assessment.
.11	Performance for Component 2 to external audience (film)	Perform a polished, character-driven duologue to a live and/or recorded audience, meeting Component 2 assessment criteria.
.12	Evaluation Log due, Skills audit and debrief	Analyse performance and preparation process, evaluating strengths,
.13	Mini devised performance project	Develop collaborative and creative skills by generating original performance material in response to a given stimulus or theme.
.14	Mini devised performance project	Rehearse and refine performance work by applying vocal, physical, and spatial skills to communicate meaning and intention effectively to an audience.
.15	Mini devised performance project	Evaluate the devising and rehearsal process, identifying personal strengths, contributions to the group, and areas for further development.

Week 4: Actor's notebook – Play info
Week 5: Actor's Notebook – Character Development
Week 6: Learn lines, Actor's Notebook – Links to theme
Week 7: Learn lines, Actor's Notebook – Text Analysis
Week 8: Actor's Notebook – Revisit Character Development
Week 9: Source costumes/props
Week 10: Final performance preparation
Week 11: Collate Rehearsal footage
Week 12: Actor's Notebook – Evaluation & Reflection

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Rehearse and perform a scripted piece of drama, showing basic understanding of character, voice, and movement. • Demonstrate engagement in the rehearsal process, taking direction, participating in partner/group work, and showing improvement over time. • Complete a rehearsal log and actor's notebook that explains choices made and reflects on progress using basic drama vocabulary. • Respond to feedback and reflect on performance, identifying personal strengths and one or two areas for development.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Create a believable and sustained character in performance, with consistent vocal and physical skills suited to the text and style. • Apply rehearsal techniques purposefully, including character development strategies, objectives, and blocking, to shape a more refined performance. • Demonstrate independent and proactive engagement in rehearsals, offering ideas, problem-solving creatively, and supporting others. • Produce detailed, reflective written work that evaluates the rehearsal and performance process using accurate terminology and clear self-assessment.

Y- LEARNING MAP- Year 10 Component 1 – Exploring the performing arts

Dates of Study:	Term 3 & 4 January 5 th – March 23 rd 2026 (10 weeks total)	Exam Board:	Pearsons (BTEC)
Assessments:	Summative Assessment Component 1 – Exploring The Performing Arts. Slide deck presentation, internally assessed – externally moderated. Feedback given with each weekly/bi weekly section turn in and given opportunity for resubmission.	Qualification Code:	603/0406/6
		Tier:	Level 1/2
Additional Information:	Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Students will be completing a portfolio and will have weekly submission to receive feedback for improvements.		



ACTING

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through regular analysis of professional works, discussion, practical exploration, and regular written tasks. Key concepts will be reinforced through feedback, reflection, and improvement of portfolio work.	Students have a basic understanding of live or recorded performance and are familiar with watching and responding to plays. They have good knowledge of key performance elements such as character, setting, movement, voice, lighting, and sound, and can recognise how these contribute to meaning. Students are aware that performance is a collaborative process involving a range of creative and technical roles, including actors, directors, and designers. They have some experience of reflecting on their own work and that of others using simple drama vocabulary, and they understand that theatre can be used to explore themes such as identity, relationships, and social issues through choices made in script, direction, and design.	Students can describe and recall basic performance choices, such as how a character used movement or voice, or how design elements like lighting and sound created atmosphere. They can participate in collaborative practical work, contributing ideas around characterisation, blocking, and staging. Students can identify the functions of different creative roles within a production, for example understanding the difference between a director and a designer. They are developing the ability to express their opinions about performance using subject-specific terminology and can produce short written responses that explain what they saw or did in performance and what it aimed to communicate, often with the support of scaffolding or modelling.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Physical Theatre exploration – Frantic Assembly focus	Explore physical theatre techniques inspired by Frantic Assembly and understand how movement can be used to tell a story without words.
.2	Introduction to the play – The Curious Incident of the Dog in the Nighttime	Develop an understanding of the play's context, characters, and narrative structure, focusing on key scenes for practical exploration.
.3	Introduction to Component 1 – what to expect	Understand the structure and assessment of Component 1, including what evidence needs to be collected and how the work will be marked.
.4	Exploration of the BTEC theme and in relation to the play	Identify how the play connects to the BTEC theme (e.g., communication, identity, society) and explore how that theme is expressed theatrically.
.5	Section 1 – Play info and synopsis. Talk through what a bibliography is	Summarise key facts about the play and how it was created. Understand how to write a synopsis; learn what a bibliography is and why it's important.
.6	Section 2 – Theme write up	Analyse the play's main theme(s) and how they are communicated to an audience through performance choices. Connect to the BTEC brief and theme choice.
.7	Section 3 – Style & Genre, casting & narration	Explore and explain how the style and genre of the piece shape performance choices; consider how casting and narration affect storytelling, while always coming back to the theme.

Independent Study Plan

Week 1: Research and compare physical theatre companies

Week 2: Continue to watch the professional recording

Week 3: Section 1 write up and submission

Week 4: Section 2 write up and submission

Week 5: Section 3 write up and submission

.8	Section 3 cont'd – Music & sound, physical theatre and choreography	Examine how music, sound design, physical theatre, and movement contribute to the mood, pace, and storytelling of the play – how do they link to the theme?
.9	Section 3 cont'd – Set design, lighting & projections, audience configuration	Understand how production elements such as set, lighting, and audience layout influence audience perception and performance delivery.
.10	Section 4 – Roles and Responsibilities	Identify and describe the key creative and production roles involved in bringing the play to life and what each contributes to the process.
.11	Midway check in	Review all sections submitted so far; reflect on teacher feedback and refine/improve written work using improvement targets.
.12	Section 5 – Practical exploration	Record and reflect on your own practical work exploring the text; explain what you learned through rehearsal and performance. Use rehearsal pictures and video evidence to reflect.
.13	Section 6 – Generating Ideas, Rehearsal process & Director's vision	Analyse how the original creative team developed ideas, structured the rehearsal process, and shaped the director's vision to bring the production to life.
.14	Section 7 - Bibliography	Complete and format a full bibliography, accurately referencing sources used throughout the project.
.15	Component 1 – 1 st submission due	Submit a completed portfolio of written and practical evidence for Component 1, demonstrating your understanding of professional practice in the performing arts.

Week 6: Section 4 write up and submission

Week 7: Section 5 write up and submission

Week 8: Section 6 write up and submission

Week 9: Section 7 write up and submission

Week 10: Final submission

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the key themes, style, and purpose of a selected professional play or performance. Identify the roles and responsibilities of theatre practitioners involved in bringing the performance to life. Recognise and explain how production elements such as lighting, sound, set, and movement contribute to meaning and audience impact. Use research to support your understanding, including referencing sources and completing a basic bibliography. Demonstrate understanding of the creative process through written responses, showing what the original team aimed to achieve. Present work clearly and thoughtfully, meeting deadlines for drafts, reflections, and final portfolio submission.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Analyse how theme, style, and purpose are communicated through specific performance and production choices. Explain in detail the responsibilities and creative intentions of key theatre practitioners, showing how they collaborate to realise a production. Evaluate how production elements (e.g. set, lighting, movement, sound) enhance meaning, mood, and audience engagement with clear examples. Use a range of research sources effectively, demonstrating understanding through accurate referencing and a well-structured bibliography. Make clear, well-supported links between the creative process and the final performance, showing how ideas were developed and refined by the original team. Produce a well-structured, reflective portfolio that shows thoughtful analysis, creativity, and attention to presentation and detail.

Y- LEARNING MAP- Year 10 – Audition technique and Final Performance

Dates of Study:	Term 5 & 6 April 13th – July 16 th 2026	Exam Board:	Pearsons (BTEC)
Assessments:	Formative assessment – Auditions for final shows. Feedback given before call backs	Qualification Code:	
	Formative assessments with verbal feedback given throughout the audition and rehearsal process.	Tier:	
Additional Information:	Students will take part in a full-scale production undergoing an intense rehearsal process demonstrating enthusiasm and commitment.		



ACTING

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Students have a developing awareness of how performance communicates meaning to an audience through vocal and physical choices. They understand basic performance terminology and can recognise how elements such as space, character relationships, and stage directions contribute to storytelling. Students are familiar with the structure of a script, including cues and dialogue, and have experience working within an ensemble. They have been introduced to rehearsal processes and understand the importance of preparation, cooperation, and feedback. Students also have some awareness of how contemporary plays reflect social, cultural, or political contexts, and are beginning to explore how themes and characters relate to the world around them.	Students can apply vocal and physical skills to develop a character, using tone, gesture, and movement to communicate intention. They can work cooperatively in rehearsals, responding to direction and contributing to group scenes with focus and commitment. Students are developing the ability to learn and deliver lines with accuracy, and to maintain character during rehearsed performance work. They can respond to teacher and peer feedback to make improvements and are beginning to reflect on their rehearsal process and performance choices. With support, students can interpret and rehearse scenes from a contemporary script, demonstrating a growing confidence in front of an audience.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to auditions & repertoire: What makes a strong audition? Selecting appropriate scene/monologues, Mock auditions and feedback.	Students will explore effective audition techniques, including cold reading, self-presentation and professional etiquette.
.2	Exploring the play and selecting material – read throughs and discussion. Group exploration tasks.	Students will develop an understanding of the play's context, characters, themes, and structure to make informed decisions about scene selection.
.3	Auditions & Casting: Rehearsed audition pieces, final casting decisions.	Students will learn how to apply vocal and physical character choices in performance to communicate intention and respond to casting feedback with professionalism.
.4	Vocal technique for performance	Students will improve vocal clarity, projection, pitch and articulation to prepare for live performance.
.5	Physicality and movement	Students will learn how to use body language, movement and gesture to create physical presence on stage and support the development of character and space.
.6	Character development: Objectives and Relationships	Students will deepen their character work through analysis of objectives, motivation and character relationships.
.7	Rehearsal & Blocking	Students will continue to apply blocking and staging principles while staying in character and working effectively within an ensemble on stage.
.8	Rehearsals and line learning	Students will learn how to memorise and deliver lines with confidence and respond to cues with focus, maintaining character throughout a scene.

Independent Study Plan

Week 1: Audition preparation

Week 2: Contextual research on chosen play

Week 3: Audition preparation

Week 4: Line learning

Week 5: Line learning

Week 6: Line learning

Week 7: Begin sourcing props and costume

Week 8: Continue line learning and costume sourcing

.9	Polishing & scene transitions	Students will learn how to improve fluency and flow between scenes by refining transitions, pacing, and their use of physical and vocal focus.
.10	Technical rehearsal: Scene by scene cue to cue, adapting performance to technical requirements.	Students will learn how to integrate lighting, sound, props, and staging elements into their performance, adapting their acting choices for technical precision.
.11	Dress Rehearsal: Full dress run through, notes and targeted final adjustments, final reflections before performance.	Students will learn how to maintain performance energy, characterisation, and professionalism during a full run with all design elements in place.
.12	Performance to a live audience	Students will learn how to sustain focus, respond to an audience, and deliver a polished performance with confidence and commitment.

Week 9: Final preparations for live performance

Week 10: After school rehearsals

Week 11: After school tech rehearsal

Week 12: Final performances

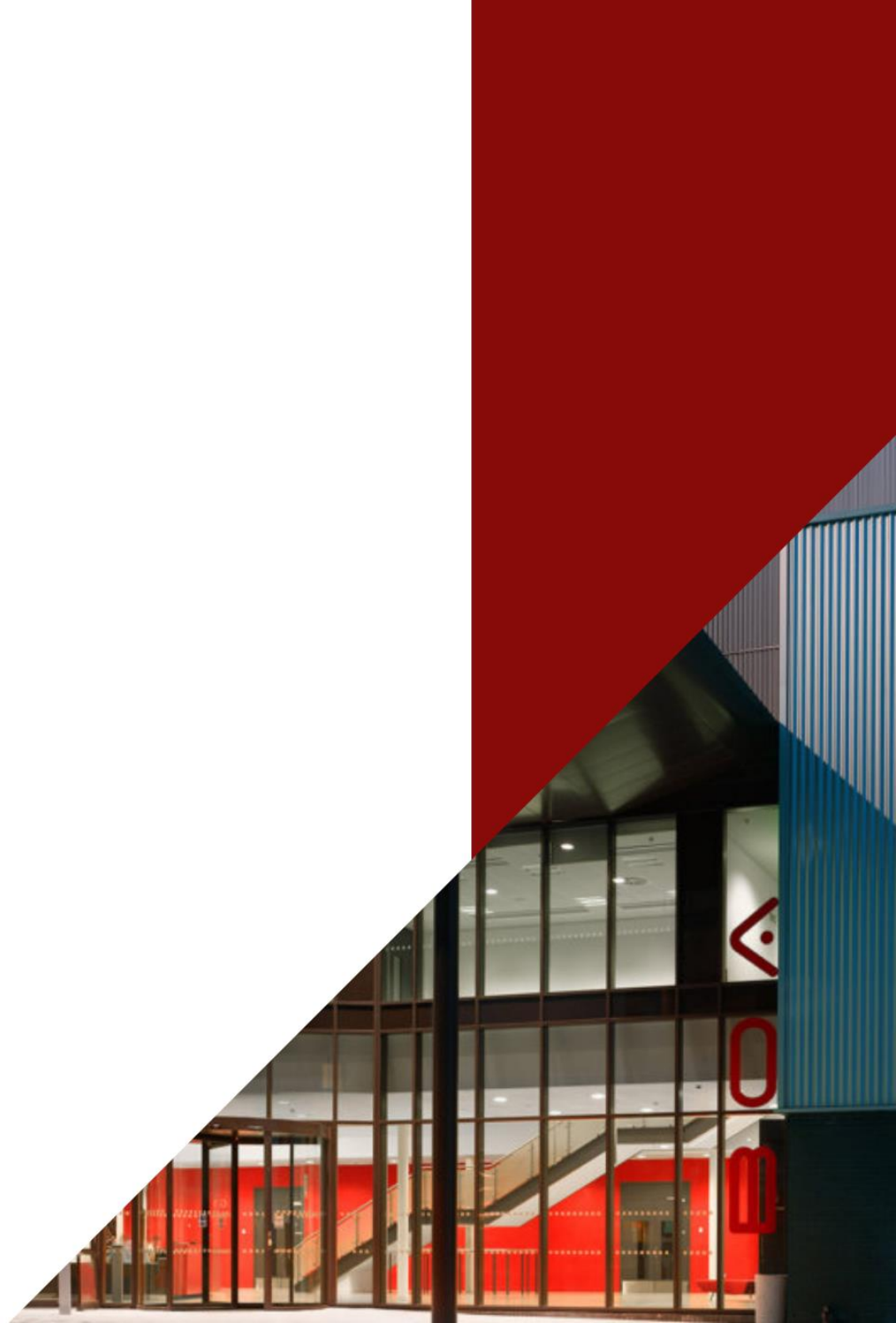
Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Demonstrate understanding of character through voice, movement, and interaction with others on stage. • Follow direction and blocking accurately, contributing to a cohesive and structured ensemble performance. • Learn and retain lines confidently, showing an awareness of pacing, cues, and timing. • Rehearse responsibly, using time effectively and responding to feedback to improve performance work. • Perform with clarity and commitment, maintaining focus and energy in front of a live audience. • Reflect on the rehearsal and performance process, identifying personal strengths and areas for development.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Create a believable and detailed character, demonstrating clear choices in voice, movement, motivation, and relationships on stage. • Work independently and collaboratively to explore, refine, and develop performance material, showing initiative in rehearsals. • Apply vocal and physical skills with precision, using volume, articulation, gesture, and space to effectively communicate meaning to an audience. • Respond thoughtfully to direction and peer feedback, refining their work with a clear sense of artistic intention. • Sustain focus, energy, and character consistently throughout a live performance, demonstrating professionalism and stage awareness. • Evaluate their own performance and rehearsal process with insight, using subject-specific language to identify how they have developed as a performer.

PATHWAY SUBJECT

ART & DESIGN (BTEC LEVEL 2)

Y10



YEAR 10 PATHWAY – Unit 1 Skills workshop FOOD

Dates of Study:	September 2025 – December 2025	Exam Board:	Pearsons (BTEC)
Assessments:	Formative: Verbal feedback during practical work: Whole-class critique sessions, use of assessment criteria: Learning aim A, B, C and D. Consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. Summative assessment each half term.	Qualification Code:	603/7056/7
		Tier:	N/A
Additional Information:	Both component one and two require evidence of media, material and process exploration. Skills workshops give students a bank of techniques to reflect on, refer to and refine later. Encouraging risk taking will mean students are less afraid of “getting it wrong” and try new combinations of media. Skills workshops will develop their understanding of the formal elements which will be essential for discussing and planning their own ideas later in the course.		



VAD

Starting Points – Assumed Prior Learning

Consolidated through KS3 knowledge and induction skills audit.	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Students show basic awareness of visual language and contextual influences. Some students can identify information about creative intentions, media, materials and processes. Students can use media, materials and techniques in a basic way with control or purpose	Students can identify and describe some artists, movements or styles that influence their ideas. Students understand some basic concepts in art and design and how others use materials or techniques to express ideas. Students apply knowledge by experimenting with simple techniques and tools, even if their control or purpose is not yet consistent.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1	Getting to know your materials: Mark making techniques: Charcoal, pen and pencil	To understand how to make a range of marks using different materials.
2	Fruit and Veg: Observational drawing, line (Pencil)	To understand how to create a range of line drawings from primary observation.
3	Fruit and Veg: Drawing: tonal charcoal drawing	To understand how to use charcoal to create a detailed observational drawing from secondary observation.
4	Fruit and Veg: Drawing: tonal charcoal drawing	To understand how to use charcoal to create a detailed observational drawing from secondary observation.
5	Fruit and Veg: Drawing: Ink	To understand how to use pen to create a detailed observational drawing from primary observation.
6	Fruit and Veg: Drawing: Ink	To understand how to use pen to create a detailed observational drawing from primary observation.
7	Sweets: Photography	To understand how to visually record using a camera.
8	Sweets: Photography	To understand how to visually record using a camera.
9	Getting to know your materials: Acrylics	To understand the medium of acrylic and its properties and limitations.
10	Sweets: Sarah Graham Acrylic painting	To understand the work of the artist and be influenced to create your own artwork.
11	Sweets: Sarah Graham Acrylic painting	To understand the work of the artist and be influenced to create your own artwork.

Independent Study Plan

- Week 1:** Create a mind map about food in the first page of your book.
- Week 2:** Create two tonal observational drawings
- Week 3:** Find two examples of the artist Sarah Grahams work and analyse the formal elements.
- Week 4:** Complete any outstanding tasks and research
- Week 5:** Find two examples of Peter Antons work and information about how he creates his sculptures. Take a photo of one of your meals from this week.

12	Sweets: Sarah Graham Acrylic painting	To understand the work of the artist and be influenced to create your own artwork.
13	Sweets: Surface exploration: Makhdooma Mallhi Gouche/oils	To understand the work of the artist and be influenced to create your own artwork.
14	Sweets: Surface exploration: Makhdooma MallhiGouche/oils	To understand the work of the artist and be influenced to create your own artwork.
15	Sketchbook Presentation	To understand how to present your work in an original and creative way.
16	Sketchbook Presentation	To understand how to present your work in an original and creative way.
17	Getting to know your materials: Clay	To understand the medium of clay and its properties and limitations.
18	Chocolate: Peter Anton chocolate box Clay	To understand the work of the artist and be influenced to create your own artwork.
19	Chocolate: Peter Anton chocolate box Clay	To understand the work of the artist and be influenced to create your own artwork.
20	Sketchbook presentation.	To understand how to present your work in an original and creative way.
21	Getting to know your materials: Watercolour	To understand the medium of watercolours and its properties and limitations.
22	My plate of food: Willa Gebbie Watercolour	To understand the work of the artist and be influenced to create your own artwork.
23	My plate of food: Willa Gebbie Watercolour	To understand the work of the artist and be influenced to create your own artwork.
24	Chocolate: Peter Anton chocolate box Clay - Glazing	To understand the work of the artist and be influenced to create your own artwork.
25	Getting to know your materials: Print making	To understand the technique of print making and its properties and limitations.
26	Cakes: Gillian kyle Lino print	To understand the work of the artist and be influenced to create your own artwork.
27	Cakes: Gillian kyle Lino print	To understand the work of the artist and be influenced to create your own artwork.
28	Cakes: Mono printing	To understand the process of mono printing and how to create your own artwork.
29	Cakes: Developing mono printing	To understand the process of mono printing and how to create your own artwork.
30	Getting to know your materials: Collage	To understand the medium of collage and its properties and limitations.
31	Cakes: Nancy Standlee Collage	To understand the work of the artist and be influenced to create your own artwork.
32	Cakes: Nancy Standlee Collage	To understand the work of the artist and be influenced to create your own artwork.
33	Presentation	To understand how to present your work in an original and creative way.
28	Getting to know your materials: Oil pastel	To understand the medium of oil pastel and its properties and limitations.
29	Cakes: Wayne Thiebaud oil pastel	To understand the work of the artist and be influenced to create your own artwork.
30	Cakes: Wayne Thiebaud oil pastel	To understand the work of the artist and be influenced to create your own artwork.
31	Presentation	To understand how to present your work in an original and creative way.
32	Mark-Making with Food Materials	To understand how to create contemporary artwork using food materials.
33	Mark-Making with Food Materials	To understand how to create contemporary artwork using food materials.
34	Condiments: Danielle Evans food typography	To understand the work of the artist and be influenced to create your own artwork.
35	Condiments: Danielle Evans food typography	To understand the work of the artist and be influenced to create your own artwork.
36	Bread: Judith G. Klausner stitching techniques	To understand the work of the artist and be influenced to create your own artwork.
37	Bread: Judith G. Klausner stitching techniques	To understand the work of the artist and be influenced to create your own artwork.
38	Toast: Free hand stitching	To understand the work of the artist and be influenced to create your own artwork.
39	Toast: Free hand machine stitching	To understand the work of the artist and be influenced to create your own artwork.

Week 6: Research different types of print making techniques and the artist Gillian Kyle.

Week 7: Present your prints in your sketchbook.

Week 8: Collect different newspapers and magazines to use in your work. Research the artist Nancy Standlee.

Week 9: Present your oil pastel work in your sketchbook and explain how you worked with the materials.

Week 10: Create a small felt applique food item.

Week 11: Find 3 different examples of digital artwork and analyse the formal elements.

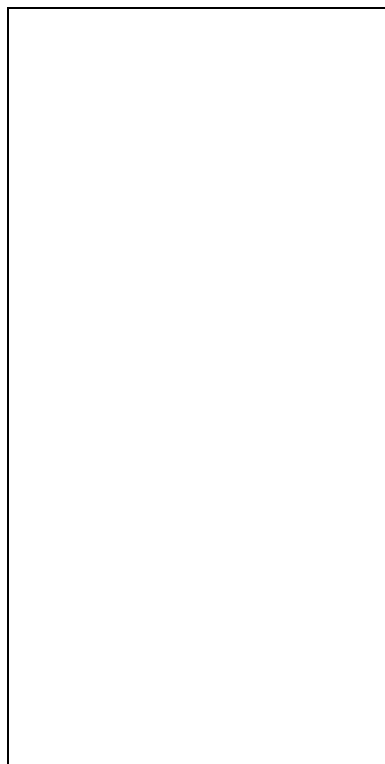
Week 12: Write an evaluation for your final outcome.

Week 13: Complete any outstanding tasks, presentation and analysis.

Week 14: Research into your favourite art and design discipline and create a PowerPoint to present to the class.

Week 15: Complete any outstanding tasks for this project.

40	Getting to know your materials: digital art	To understand digital and its properties and limitations.
41	Ice cream: Tom Hovey, digital colouring	To understand the work of the artist and be influenced to create your own artwork.
42	Selecting two materials of your choice to create a large-scale artwork.	To understand how to create your own original artwork informed by your knowledge of materials and techniques. To understand how to work on larger sale and combine materials.
43	Selecting two materials of your choice to create a large-scale artwork.	To understand how to create your own original artwork informed by your knowledge of materials and techniques. To understand how to work on larger sale and combine materials.
44	Selecting two materials of your choice to create a large-scale artwork.	To understand how to create your own original artwork informed by your knowledge of materials and techniques. To understand how to work on larger sale and combine materials.
45	Selecting two materials of your choice to create a large-scale artwork.	To understand how to create your own original artwork informed by your knowledge of materials and techniques. To understand how to work on larger sale and combine materials.
46	Disciplines within Art and Design: Fashion/textiles	To understand the different art and design disciplines and the materials/processes used.
47	Disciplines within Art and Design: Fashion/textiles	To understand the different art and design disciplines and the materials/processes used.
48	Disciplines within Art and Design: Wearable accessory	To understand the different art and design disciplines and the materials/processes used.
50	Disciplines within Art and Design: Wearable accessory	To understand the different art and design disciplines and the materials/processes used.
51	Disciplines within Art and Design: 3D design – Furniture/household item.	To understand the different art and design disciplines and the materials/processes used.
52	Disciplines within Art and Design: 3D design – Furniture/household item.	To understand the different art and design disciplines and the materials/processes used.
53	Disciplines within Art and Design: Illustration	To understand the different art and design disciplines and the materials/processes used.
54	Disciplines within Art and Design: Illustration	To understand the different art and design disciplines and the materials/processes used.



Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<p>Learning outcome A: Learners will research a range of practitioners, using primary and secondary sources. They will develop their understanding of art and design practice through investigation and experimentation, exploring how practitioners use materials, techniques and processes to find creative solutions and communicate with audiences.</p> <p>Learning outcome C: Learners will develop practical skills through exploration of materials, techniques and processes. They will practise and review these skills relevant to their own creative intentions in order to develop and improve their work.</p> <p>Learning outcome D: Learners will use methods of recording to document and communicate the development of their skills and creative work.</p>
Desired Outcomes for Most Students	<p>Learning aim A: Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources .Practical responses to the work of others, showing in-depth understanding of how they communicate visually.</p> <p>Learning aim A: Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate.</p> <p>Learning aim C: Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative Intentions.</p> <p>Learning aim C: Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes.</p> <p>Learning aim D: Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.</p>

YEAR 10 PATHWAY – Component 1 Creative practice in Art and Design Mock PSA TRAVEL

Dates of Study:	January 2026 – April 2026	Exam Board:	Pearsons (BTEC)
Assessments:	Formative: Verbal feedback during practical work: Whole-class critique sessions, use of assessment criteria: Learning aim A, B, C and D. Consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. Summative assessment at identified points in the SOW.	Qualification Code:	603/7056/7
		Tier:	N/A
Additional Information:	Component 1: Practice PSA TRAVEL: Learners will investigate art and design practice to inform the generation and communication of ideas, and will develop practical skills through exploration of specialist materials, techniques and processes.		



Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through KS3 knowledge and skills workshops.	Students can recognise and identify the basic elements of art and design (line, shape, colour, texture, tone, space, pattern, form) Students are aware of different types of art and design (e.g. fine art, photography, 3D design, textiles, digital) Students can communicate ideas. Students understand the purpose of a sketchbook. Students understand the difference between copying an artist's work and taking influence. Students can observe and record visually from still life.	Students have basic drawing techniques (line drawing, tonal shading, observational drawing) and can select materials with control (pencil, paint, collage, photography, textiles, ceramics). Students can reflect on their own work and suggest improvements.

Sequence of Lesson Objectives – Building Knowledge & Skills

Lessons (3 per week)	Lesson Title(s)	Key Lesson Objective(s)
1	Introduction to Component 1 Example PSA: Travel mind map	To understand component 1 PSA and able be able to analyse each task.
2	Secondary Research methods: Travel imagery and selection of artists.	To understand the purpose of secondary research. To understand how to collect secondary research effectively.
3	Observational drawing from secondary research	To understand how to create accurate observations working in different scales and using different materials.
4	Observational drawing from secondary research	To understand how to create accurate observations working in different scales and using different materials.
5	Exhibition visit	To understand the purpose of an exhibition and how it can inspire your own art project. To understand how to collect key information from an exhibition.
6	Exhibition visit	To understand the purpose of an exhibition and how it can inspire your own art project. To understand how to collect key information from an exhibition.
7	City centre photography	To understand how to use photography to capture your own ideas and primary research.

Independent Study Plan

Week 1: Create two observational drawings linked to travel in a material of your choice.

Week 2: Photograph your journey to or from school

Week 3: Research the artist David Hockney find information, images and analyse the formal elements.

Week 4: Research the artist John Singer Sargent find

8	City centre photography	To understand how to use photography to capture your own ideas and primary research.
9	Observations/experiments from photography	To understand how to create accurate observations working in different scales and using different materials.
10	Observations/experiments from photography	To understand how to create accurate observations working in different scales and using different materials.
11	Artist 1: David Hockney photography, acrylics	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
12	Artist 1: David Hockney photography, acrylics	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
13	Artist 1: David Hockney photography, acrylics	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
14	Artist 1: David Hockney photography, acrylics	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
15	Artist 2 John Singer Sargent watercolour	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
16	Artist 2 John Singer Sargent watercolour	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
17	Artist 2 John Singer Sargent watercolour	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
18	Artist 2 John Singer Sargent watercolour	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
19	Artist 3: Andy Warhol	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
20	Artist 3: Andy Warhol	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
21	Artist 3: Andy Warhol	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
22	Artist 3: Andy Warhol	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
23	Artist 4: Mark Powell	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
24	Artist 4: Mark Powell	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
25	Artist 4: Mark Powell	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
26	Artist 4: Mark Powell	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
27	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
28	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.

information, images and analyse the formal elements.

Week 5: Research the artist **Andy Warhol** find information, images and analyse the formal elements.

Week 6: Research the artist **Mark Powell** find information, images and analyse the formal elements.

Week 7: Research your chosen artist and write a paragraph explaining why you chosen them.

Week 8: Complete any outstanding tasks linked to your artist research

Week 9: Create one independent experiment which shows a link between two artists.

Week 10: Create one independent experiment which shows a link between two artists.

Week 11: Complete any outstanding tasks for your A1 sheets

Week 12: Complete any outstanding tasks for your A1 sheets

29	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
30	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
31	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
32	Artist 5: Your choice of artist.	To understand the work of other artists and their creative intentions. To understand the different between copying and taking influence from an artist.
33	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
34	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
35	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
36	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
37	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
38	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
39	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
40	Developing and refining	To understand how to develop and refine your ideas using the influence of your artists.
41	Final piece	To understand how to create a final artwork in response to the theme travel.
42	Final piece	To understand how to create a final artwork in response to the theme travel.
43	Final piece	To understand how to create a final artwork in response to the theme travel.
44	Final piece	To understand how to create a final artwork in response to the theme travel.
45	Final piece	To understand how to create a final artwork in response to the theme travel.
46	Final piece	To understand how to create a final artwork in response to the theme travel.
47	Final piece	To understand how to create a final artwork in response to the theme travel.
48	Final piece	To understand how to create a final artwork in response to the theme travel.
49	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
50	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
51	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
52	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
53	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.

Week 13: Complete any outstanding tasks for your A1 sheets

Week 14: Write an evaluation for your project. How do you think you met the brief? Example your decisions at each stage of the creative process.

54	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
55	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.
56	Learners to apply the techniques to produce a series of 3 or 4 A1 worksheets	To understand how to present your project to communicate your creative journey.



Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	<p>Learning outcome A: Use investigation and experimentation processes in art and design practice Competent application of appropriate investigation methods using relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually. Competent use of practical experimentation showing a clear understanding of how art and design materials, techniques and processes can be used to communicate.</p> <p>Learning outcome B: Generate and communicate art and design ideas Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.</p> <p>Learning outcome C: Develop practical skills through application and review Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions. Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes. Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief.</p> <p>Learning outcome D: Record and communicate skills development Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.</p>
Desired Outcomes for Most Students	<p>Learning outcome A: Use investigation and experimentation processes in art and design practice. Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually. Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate.</p> <p>Learning outcome B: Generate and communicate art and design ideas Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief.</p> <p>Learning outcome C: Develop practical skills through application and review Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions. Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes. Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief.</p> <p>Learning outcome D: Record and communicate skills development Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.</p>

YEAR 10 PATHWAY – Component 2: Responding to a Brief - PSA ANIMALS

Dates of Study:	May 2026 – July 2026	Exam Board:	Pearsons (BTEC)
Assessments:	Formative: Verbal feedback during practical work: Whole-class critique sessions, use of assessment criteria: Learning aim A, B, C and D. Consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. Summative assessment at identified points in the SOW.	Qualification Code:	603/7056/7
		Tier:	N/A
Additional Information:	Mock briefs: Art for Animals is a global artists' and designers' collaborative. They use art and design as a way to promote and celebrate our relationship with animals, by supporting a range of projects around the world. These projects are diverse such as supporting small local charities and rescue centres, working with zoos on breeding programmes, and collaborating with other groups on large-scale conservation projects. Each year <i>Art for Animals</i> organise an exhibition displaying art and design work inspired by animals , along with a range of products which are sold to raise funds.		



VAD

Starting Points – Assumed Prior Learning

Consolidated through previous unit knowledge.	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Students understand how to respond to a brief (what a client or audience wants). Students can recognise the different purposes of art and design. Students have some awareness of social, cultural and historical contexts. Students have analysed artists/designers and identified their intentions and audiences. Students can reflect on their own intentions. Students know how to apply the formal elements. Students have a good awareness of how to use and control different materials and techniques with confidence. Students recognise how different artists/designers use style, media, and composition. Students have widened their vocabulary to describe and compare artwork.	Students are able to explore and test media and techniques purposefully . Students can develop ideas from a starting point into a creative outcome . Students know how to use a sketchbook or portfolio to show progression from research to final piece. Students can annotate work clearly with justifications (e.g., why they chose a material or composition). Students are able to act on feedback and evaluate their own strengths/areas to improve

Sequence of Lesson Objectives

Lesson s	Lesson Title(s)	Key Lesson Objective(s)
1	Animal brief analysis and group mind map	To understand how to analyse the exam paper and what you are being asked to do. To understand the purpose of a mind map. To understand what a design brief is.
2	Animal research positive relationships	To understand the positive relationships between humans and animals
3	Animal research positive relationships	To understand the positive relationships between humans and animals
4	Animal research positive relationships	To understand the positive relationships between humans and animals
5	Animal charity research	To understand the different animal charities and their purpose.
6	Animal charity research	To understand the different animal charities and their purpose.
7	Animal charity research	To understand the different animal charities and their purpose.

Independent Study Plan

- Week 1:** Complete your research PowerPoint and mind map.
- Week 2:** Find one practitioner who creates animal artwork.
- Week 3:** Continue research into different briefs and decide on a specific one.
- Week 4:** Analyse the data from your target audience surveys.
- Week 5:** Collect primary research

8	Practitioners linked to theme.	To understand how other artists have responded to the theme animals.
9	Practitioners linked to theme.	To understand how other artists have responded to the theme animals.
10	Animal groups	To understand the different animal groups and how to select one for your project focus.
11	Animal groups	To understand the different animal groups and how to select one for your project focus.
12	Comparing the different briefs and considering ideas for each	To understand the different briefs and artwork that can be created.
13	Comparing the different briefs and considering ideas for each	To understand the different briefs and artwork that can be created.
14	Choosing a specific brief and finding examples.	To be able to select a specific brief and understand how to present your initial research.
15	Choosing a specific brief and finding examples.	To be able to select a specific brief and understand how to present your initial research.
16	Target audience research	To understand your chosen target audience.
17	Target audience survey	To understand how to create and distribute your own target audience survey.
18	Activity 1: Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
19	Activity 1: Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
20	Activity 1: Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
21	Activity 1: Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
22	Activity 1: Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
23	Activity 1: Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
24	Activity 1: Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
25	Activity 1: Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
26	Activity 1: Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
27	Activity 1: Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development

Week 6: Complete any outstanding research and artist experiments.

Week 7: Complete any outstanding research and artist experiments.

Week 8: Complete any outstanding research and artist experiments.

Week 9: Complete final piece idea.

Week 10: Finish notes in preparation for your development review.

Week 11: Present photos of your final piece on your PowerPoint.

Week 12: Present photos of your final piece on your PowerPoint.

Week 13: Finish and submit your digital portfolio.

Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<p>Activity 1: Project development: Competent use of research and exploration within development. Competent review and refinement of work throughout, linked to the brief. Competent approach to the development process applied.</p> <p>Activity 2: Development review: Competent description of intentions for final response. Ideas for response are competently informed by research and exploration. Competent consideration of the requirements of the brief.</p> <p>Activity 3: Final response: The final response mostly meets the context and the requirements of the brief. Competent use of appropriate practical art and design skills to produce an adequate final response. The final response demonstrates a competent interpretation of the brief</p> <p>Activity 4: Portfolio: Coherent visual and written communication of development and final response. Presentation demonstrates competent use of structure, layout, organisation and style in response to the brief.</p>
<p>Desired Outcomes for Most Students</p>	<p>Activity 1: Project development: Confident use of research and exploration within development. Confident review and refinement of work throughout, linked to the brief. Effective approach to the development process applied.</p> <p>Activity 2: Development review: Detailed description of intentions for final response. Ideas for response are effectively informed by research and exploration. Effective consideration of the require</p> <p>Activity 3: Final response: The final response fully meets the context and the requirements of the brief. Confident use of appropriate practical art and design skills to produce an effective response. The final response demonstrates a thoughtful interpretation of the brief.</p> <p>Activity 4: Portfolio: Effective visual and written communication of development and final response. Presentation demonstrates effective use of structure, layout, organisation and style in response to the brief.</p>

PATHWAY SUBJECT

**CREATIVE MEDIA
PRODUCTION
(BTEC LEVEL 2)**

Y10



LEARNING MAP: Component 1: Exploring Media Products - A – Investigate Media Products

Dates of Study:	Year 10 – Term 1+2 - 10 Weeks - September - December	Exam Board:	Pearson/Edexcel - BTEC
Assessments:	<ol style="list-style-type: none"> 1. Audience profile – formative feedback 2. Research portfolio – formative feedback 3. Audience appeal analysis – formative feedback 4. Mock Task 1 – formative feedback 5. Task 1 Written Report – Summative Feedback 	Qualification Code:	603/7053/I
		Tier:	N/A
Additional Information:	This learning map details all knowledge/skills building required prior to the controlled assessment for Component 1 – Task 1		



Creative Media Production

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> • Media sectors: print, AV, interactive • Media purposes: inform, entertain, persuade • Audience types and behaviours • Textual analysis terms and methods • Media producer roles and contexts 	<ul style="list-style-type: none"> • Conducting media research effectively • Applying textual analysis techniques • Profiling and analysing audiences • Comparing old and modern media • Presenting and reflecting on research

Sequence of Lesson Objectives – Building Knowledge & Skills

Independent Study Plan

	Lesson Title(s)	Key Lesson Objective(s)	
.1	Introduction to Media Products and Sectors	<ul style="list-style-type: none"> • To understand the 3 key sectors: print, audio/visual, interactive • To be able to define a media product and its purpose • To be able to categorise products by format and platform 	Week 2: Write a short profile of a media company and explain its motivations. Week 3: Conduct a short audience survey and summarise findings.
.2	Exploring Media Purpose and Production Contexts	<ul style="list-style-type: none"> • To understand media product purposes (inform, entertain, persuade, educate) • To identify types of media producers and their motivations • To analyse the goals of public vs private media organisations 	Week 4: Find and explain an example of a preferred, negotiated, and oppositional reading.
.3	Introduction to Media Audiences	<ul style="list-style-type: none"> • To be able to define primary and secondary audiences • To understand demographic and psychographic profiling • To explore how products target different audiences 	Week 5: Annotate a screenshot of a film or advert using textual analysis terms.
.4	Audience Interaction and Interpretation	<ul style="list-style-type: none"> • To understand uses and gratifications theory • To be able to define preferred, negotiated and oppositional readings • To explore interactivity and passive/active audiences 	Week 6: Consume/research a pre-2000 media product and write a paragraph on its context.
.5	Textual Analysis Techniques	<ul style="list-style-type: none"> • To understand denotation and connotation • To be able to apply encoding, anchorage, and polysemy • To conduct a basic textual analysis of a selected media product 	Week 7: Compare your pre-2000 example with a post-2000 equivalent.
.6	Historical Media Case Studies (Pre-2000)	<ul style="list-style-type: none"> • To research a historical media product from each sector • To compare historical production contexts with modern practices • To explore how audiences and purpose have changed over time 	

.7	Contemporary Media Case Studies (Post-2000)	<ul style="list-style-type: none"> To research a modern media product from each sector To compare it with historical examples To explore changes in audience behaviour and content delivery 	Week 8: Collect audience data (e.g. from BARB, RAJAR, social media analytics) for a chosen product. Week 9: Finalise project slides or written content.
.8	Audience Data and Media Reach	<ul style="list-style-type: none"> To understand how to collect and analyse audience statistics To explore the impact of circulation, ratings, and online metrics To be able to summarise key findings clearly and accurately 	
.9	Mock Component 1 – Task 1 – Week 1	<ul style="list-style-type: none"> To begin compiling research and analysis into a presentation or report To evaluate audience and purpose across chosen media products To reflect on how context and intention shape content 	
.10	Mock Component 1 – Task 1 – Week 2	<ul style="list-style-type: none"> To finalise report or presentation content To revise and improve textual analysis and comparisons To rehearse verbal presentation if required 	

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Identify media product types and purposes Describe audience categories and interpretation Conduct and record research using varied methods Apply textual analysis to selected products Compare historical and contemporary media Present research findings clearly
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Analyse nuanced audience behaviours and theories Compare complex differences in media producer motivation Apply advanced textual analysis with strong terminology Produce highly detailed research logs and media critiques Critically evaluate historical vs modern context and audience response Deliver a confident, insightful presentation with independent conclusions

LEARNING MAP: Component 1: Exploring Media Products - B – Explore How Meaning...

Dates of Study:	Year 10 – Term 3+4 - 10 Weeks – January - March	Exam Board:	Pearson/Edexcel - BTEC
Assessments:	1. Genre analysis – formative feedback 2. Narrative review – formative feedback 3. Production techniques application – formative feedback	Qualification Code:	603/7053/1
		Tier:	N/A
Additional Information:	This learning map details all knowledge/skills building required prior to the controlled assessment for Component 1 – Task 1		



Creative Media Production

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through Bell Tasks and Diagnostic Questions	<ul style="list-style-type: none"> Genre conventions and structure Narrative forms and POV Representation and stereotyping Camera, mise en scène, sound Editing and visual storytelling 	<ul style="list-style-type: none"> Scene analysis skills Research and note-taking Visual and audio deconstruction Report writing or presenting Applying media theory to examples

Sequence of Lesson Objectives – Building Knowledge & Skills

Independent Study Plan

	Lesson Title(s)	Key Lesson Objective(s)	
.1	Introduction to Genre	<ul style="list-style-type: none"> Understand genre and sub-genre Identify iconography and conventions in film/TV Explore repetition and difference 	Week 2: Analyse a story's narrative structure
.2	Genre Development and Hybrid Forms	<ul style="list-style-type: none"> Study genre changes over time Identify hybrid genres and genre-bending media Analyse examples of convention subversion 	Week 3: Find a media stereotype example on current social media feeds Week 4: Screenshot and label camera angles on content consumed this week Week 5: Annotate a clip's use of sound]
.3	Narrative Structures and Storytelling	<ul style="list-style-type: none"> Explore narrative structures: linear, non-linear, open/closed Analyse storytelling in trailers or scenes Analyse POV and character function Study themes and setting in moving image Explore mode of address and audience positioning 	Week 7: Choose media product for report Week 8: Complete report / rehearse presentation
.4	Representation in Moving Image	<ul style="list-style-type: none"> Understand stereotyping and media bias Explore representation of people, places, issues Analyse audience identification and positioning 	
.5	Camerawork and Mise-en-Scène	<ul style="list-style-type: none"> Study camera framing, angles, and movement Analyse use of props, lighting, costume, setting 	

		<ul style="list-style-type: none"> • Deconstruct film/TV clips for meaning 	
.6	Sound Design and Editing	<ul style="list-style-type: none"> • Understand diegetic vs non-diegetic sound • Identify editing styles: continuity, montage, flashback • Analyse rhythm, flow, and mood effects 	
.7	Task 2 – Mock – Week 1	<ul style="list-style-type: none"> • Be able to draft a mock of their written report or presentation • Be able to analyse genre, narrative, representation • Be able to analyse camera, sound, editing and mise en scene 	
.8	Task 2 – Mock – Week 2	<ul style="list-style-type: none"> • Be able to self-assess against BTEC criteria • Be able to draft a mock of their written report or presentation • Be able to analyse genre, narrative, representation • Be able to analyse camera, sound, editing and mise en scene 	

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Identify genre and narrative features • Recognise representations in media • Use production terms accurately • Analyse moving image techniques • Present research clearly and confidently
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Explore hybridity and subverted genres • Apply narrative theory in detail • Evaluate representation critically • Use advanced terminology and examples • Deliver high-level, independent analysis

LEARNING MAP: Component 2: Developing Digital Media Skills – Audio Development Skills

Dates of Study:	Year 10 – 19 Weeks – Term 1–4 - September to February	Exam Board:	Pearson/Edexcel - BTEC
Assessments:	<ol style="list-style-type: none"> 1. Recording procedures and techniques podcast feedback 2. Editing music feedback 3. News report feedback 4. Foley recording feedback 5. Christmas radio show feedback 6. Podcast feedback 7. Solo radio show feedback 	Qualification Code:	603/7053/1
		Tier:	N/A
Additional Information:			



**Creative Media
Production**

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through Bell Tasks and Diagnostic Questions	<ul style="list-style-type: none"> • Basic understanding of how sound is captured and edited using digital tools • Familiarity with simple audio recording equipment (e.g., microphones, audio interfaces, mobile devices) • Initial experience using editing software (e.g., Audacity, GarageBand, or similar), with support • Awareness of how to trim audio clips, move segments, and perform simple edits • Understanding of what makes a recording “clear” or “poor quality” (e.g., background noise, volume issues) • Some awareness of what a radio report, podcast, or radio show sounds like in terms of format and structure • Exposure to broadcasting environments (online platforms) • Recognition of basic roles within audio production (presenter, editor, producer) • Awareness that music and sound effects can support or enhance spoken content • Familiarity with basic classroom or school protocols around handling equipment and software responsibly 	<ul style="list-style-type: none"> • Can set up and use basic audio recording equipment with guidance (e.g., plug in a microphone, select input sources) • Can record short pieces of audio independently using software or mobile apps • Can perform simple edits (trimming, cutting, moving audio clips) with some accuracy • Can save and export audio files in standard formats (e.g., MP3, WAV) • Can adjust basic audio levels (e.g., increasing volume, normalising clips) • Can follow a simple script or prompt to record a short piece of spoken content • Can take direction and respond to feedback during editing or recording tasks • Can work as part of a small team to complete a short radio or podcast task with some support • Can reflect on their work in basic terms (e.g., “My audio was too quiet,” or “I didn’t speak clearly enough”) • Can apply a trial-and-error approach to problem solving in software or production tasks • Can use creative ideas when given structure or clear prompts

Sequence of Lesson Objectives – Building Knowledge & Skills			Independent Study Plan
	Lesson Title(s)	Key Lesson Objective(s)	
1-2	Recording Audio (embedding techniques and procedures)	<ul style="list-style-type: none"> To be able to use professional recording equipment to audio effectively To be able to apply key techniques & procedures when recording audio To understand the characteristics of recording audio in different acoustic environments 	<p>Week 2: Record audio from the script produced in the lesson</p> <p>Week 5: Listen to provided news bulletins to be able to discuss the in following lesson</p>
3-4	Audio Editing	<ul style="list-style-type: none"> To be able to use an editing programme and understand the basic use of the controls / functions? To be able to apply editing techniques to create your own piece of content 	<p>Week 6: Record and have elements for the radio reporter task ready to edit in the following lesson</p>
5	Music Editing	<ul style="list-style-type: none"> To understand the key techniques when editing music To be able to apply learnt techniques for when editing music 	<p>Week 8: Record sound effects for the foley task ready to edit in the following lesson</p>
6-7	Radio Reporter	<ul style="list-style-type: none"> To understand the conventions of a news report To be able to write, recording and produce an audio news report 	<p>Week 9: Listen to a radio presenter and be able to discuss in the following lesson</p>
8-9	Foley	<ul style="list-style-type: none"> To understand what the job role of a foley artist is To be able to create foley sounds To be able to record foley sound 	<p>Week 11: Working towards recording and sourcing assets for the live radio show in the upcoming lesson</p>
10	Radio Relay	<ul style="list-style-type: none"> To be able to drive the radio desk for a live broadcast To be able to use the playout system in the studio To understand how what makes an engaging links for broadcast To understand what requirements and responsibilities of being 'on-air' and in a live studio 	<p>Week 12: Ensuring all assets are prepared for the live radio shows in the following lesson</p>
11-13	'Tis The Season B2 Jolly	<ul style="list-style-type: none"> To be some to create and present an engaging radio show with some confidence To be some to drive the desk and operate playout system with some confidence To be able to plan radio content with consideration to the target audience To understand the preparation needed to do before a radio show 	<p>Week 13: Listen to provided podcast to be able to discuss the in following lesson</p>
14-17	Podcasting	<ul style="list-style-type: none"> To be able to identify the different techniques used in a range of different podcasts To be able to apply conventions from podcasts to your own recording To be able to plan, produce, record and edit a podcast on a chosen theme to an identified target audience 	<p>Week 14: Listen to provided podcast to be able to discuss the in following lesson</p>
18-19	Live Solo Radio Shows	<ul style="list-style-type: none"> To be able to demonstrate development when presenting a live radio show To be able to drive a desk independently to a confident standard To be able to plan engaging radio content with consideration to the target audience with confidence To be able to identify areas of improvement 	<p>Week 15: Working towards recording and sourcing assets for the podcast recording in the upcoming lesson</p>

			<p>Week 16: Ensuring all assets are prepared for the podcast recording in the following lesson</p> <p>Week 18: Ensuring all assets are prepared for the solo live radio show in the following lesson</p>
--	--	--	--

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	<ul style="list-style-type: none"> • Students can apply industry-standard techniques and procedures when recording audio, producing clear and well-captured sound. • Students can edit audio cleanly, with minimal and mostly unnoticeable edit points. • Students can confidently use a range of keyboard shortcuts to support an efficient editing workflow. • Students can identify beat and music structure to support smooth and rhythmically accurate editing choices. • Students can apply the key conventions of a radio report with confidence and consistency. • Students can identify appropriate foley objects and record sound effects that are convincing and well-executed. • Students can operate the studio desk competently, managing transitions and fader movements with control and fluidity. • Students can deliver engaging and structured links that show creativity, clarity, and developing individuality. • Students can produce a radio show, make confident production decisions and contribute to a polished final product. • Students can record and produce a podcast that demonstrates solid production quality, creative input, and thoughtful structuring. • Students can embed relevant codes and conventions of podcasting with confidence and creative awareness. • Students can work effectively both independently and as part of a team, showing creativity, reliability, and professionalism in their contributions.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Students confidently apply a wide range of industry-informed techniques and workflows to produce high-quality and consistent audio recordings. • Students edit audio with precision, producing seamless results where edit points are clean and undetectable. • Students use keyboard shortcuts naturally and effectively to enhance their editing speed and efficiency. • Students demonstrate a strong awareness of beat and music structure, enabling smooth and rhythmically accurate edits. • Students apply the conventions of a radio report with confidence and consistency, creating content that sounds purposeful and clearly understand their target audience. • Students creatively identify and record foley sound using a range of materials, producing believable and well-executed sound effects. • Students operate the studio desk with control and smoothness, managing transitions and fader levels to maintain a polished sound. • Students deliver spoken links that are expressive, well-planned, and show developing individuality and creativity. • Students contribute confidently to the planning and production of a radio show, making thoughtful and creative production decisions. • Students record and produce a podcast that reflects strong planning, clear structure, and creativity in both content and production style. • Students use podcast codes and conventions confidently, with some originality in how they are applied to engage the listener. • Students work both independently and in collaboration, showing responsibility, creativity, and a growing awareness of professional attitudes.

LEARNING MAP: Component 2: Developing Digital Media Skills – Mock Assessment

Dates of Study:	Year 10 – Term 4+5+6 - 12 Weeks – May to July	Exam Board:	Pearson/Edexcel - BTEC
Assessments:	Pitch Presentation – Formative Feedback Pre-Production – Mock Feedback Post-Production / Final Product – Mock Feedback Title Card Graphics – Formative Feedback Showcase presentation/mix - Formative Feedback	Qualification Code:	603/7053/1
		Tier:	N/A
Additional Information:	This is a mock assessment of the Component 2 brief, designed to demonstrate all skills developed across Film.		



**Creative Media
Production**

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through Bell Tasks and Diagnostic Questions	<ul style="list-style-type: none"> Continuity editing principles Trailer structure and pacing Camera settings (ISO, aperture, shutter speed) Documentary storytelling techniques Film branding and poster conventions 	<ul style="list-style-type: none"> Editing narrative scenes and trailers Operating DSLR/camcorder equipment Storyboarding and shotlisting Conducting and filming interviews Designing title cards and promotional materials

Sequence of Lesson Objectives – Building Knowledge & Skills

Independent Study Plan

	Lesson Title(s)	Key Lesson Objective(s)	
.1	Introduction to Music Video Forms & Genres & Introduction to full mock brief	<ul style="list-style-type: none"> To understand the key forms and genres of music videos and their conventions To understand the features and specifications of the BTEC brief 	Week 1: Annotate screenshots from a music video with notes on camera angles, costume, and colour.
.2	Music Video Textual Analysis	<ul style="list-style-type: none"> To understand how music videos use visual techniques to construct meaning To explore how visual techniques could be used to creatively create my own music video 	Week 3: Complete a production plan template including location recce and risk assessments.
.3	Pre-Production & Planning Concepts	<ul style="list-style-type: none"> To be able to develop and justify a concept for a music video based on a chosen track To be able to verbally and visually pitch their music video concept 	Week 5: Write a shotlist for your tutorial video
.4	Production Planning & Logistics	<ul style="list-style-type: none"> To be able to plan and organise logistics for a music video shoot. 	Week 6-7: Shoot EXT location content
.5	Storyboarding & Shot Planning	<ul style="list-style-type: none"> To be able to visualise a music video through storyboarding and shot planning. 	Week 8: Peer review 1 other student's video and provide written constructive feedback.
.6	Production (Filming Week)	<ul style="list-style-type: none"> To be able to apply camerawork techniques to capture a music video 	
.7-8	Post-Production Editing Techniques	<ul style="list-style-type: none"> To be able to edit a rough cut of a music video using basic editing techniques. 	
.9	Title Card Design in Canva	<ul style="list-style-type: none"> To be able to create professional title card graphics using Canva. 	
.10	Final Edit & Feedback	<ul style="list-style-type: none"> To be able to refine and finalise a music video based on feedback. 	

.11	Studio Planning for Showcase Compilation	<ul style="list-style-type: none"> • To be able to collaborate on a live-style showcase format for music video presentation. • To be able to plan and script a class TV-style music show (e.g. Top of the Pops). • To be able to design graphics for this showcase compilation 	Week 9: Create promotional material for showcase including posters and VOX POPS videos
.12	Multi-Cam Studio Production	<ul style="list-style-type: none"> • To be able to shoot and produce a multi-camera music show. • To be able to record a studio-based TV show using professional roles and responsibilities 	

Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<ul style="list-style-type: none"> • Identify key features of at least one music video style • Identify simple techniques used in a chosen music video • Create a basic idea that fits a chosen song • Consider the logistics of time, crew, location and back-up plans • Sketch basic storyboard panels with simple annotations • Apply camerawork effectively to achieve clear results • Apply basic editing techniques to sequence clips • Create a simple title card using preset templates • Help draft a running order or presenter script • Operate within a technical or performance role effectively when filming the showcase TV show
<p>Desired Outcomes for Most Students</p>	<ul style="list-style-type: none"> • Compare features across different music video genres • Explain how techniques impact meaning and mood • Justify concept choices with references to the song's tone, lyrics, and style • Effectively plan for time, crew, location and risks • Incorporate movement, transitions, and creative visual sequences into their storyboards • Apply camerawork creatively to enhance narrative, mood, or performance • Use creative editing (e.g. effects, transitions, montage) to enhance visuals • Design an animated or branded title sequence consistent with the music video's aesthetic • Lead on visual or thematic consistency across the full showcase production • Direct, vision-mix, or floor manage during live-style segments

PATHWAY SUBJECT

DANCE
(BTEC LEVEL 2)

Y10



YEAR 10 – LEARNING MAP: Technique and Skill development

Dates of Study:	Term 1 and Term 2	Exam Board:	Pearson (BTEC)
Assessments:	Show Dates: 16 th & 17 th December	Qualification Code:	BPD02
		Tier:	Level 2
Additional Information:	Students will learn new techniques and skills across a range of dance styles (Contemporary, Jazz, Street, Tap and Ballet) and refine preexisting knowledge. Students will learn to perform as a dancer as part of an ensemble through their participation in their December showcase.		
	Equipment Required: <ul style="list-style-type: none"> • Phone for recording purposes. • Black Leotard and black tights. • Ballet Shoes and pink tights. • Tap Shoes • Access to a speaker. • Access to studio space. • Access to mirrors. • PowerPoint Presentation • Costumes provided by the dance department. 		



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	To understand fundamental technique within the styles of Jazz, Contemporary, Ballet, Tap and Street. To develop technical awareness. To understand how to apply physical and interpretive skills in rehearsals and to performances. To understand how to set SMART Targets and review rehearsals and their own development in preparation for Component 2.	Apply stylistic and technical conventions to rehearsal of two pieces of professional work. Apply dance skills and techniques to the performance of the chosen professional repertoires. Review the stylistic conventions of the repertoires chosen and set, and reflect on, appropriate targets for development.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Baseline assessment of current Technique and Skills	To understand previous misconceptions within technical application. To explore existing physical skills and how to transfer these across dance styles. To explore technical exercises to identify areas of strength and areas of improvement for Term 1.
.2	Developing Technique and Skills	To understand To explore
.3	Developing Technique and Skills	To understand how physical and interpretative skills To explore how to develop specific physical and interpretative skills to develop ability to
.4	Developing Technique and Skills	To identify
.5	Developing Technique and Skills	To examine the role of physical and interpretative skills in effectively To investigate methods for developing specific physical and interpretative skills that enhance the ability to
.6	Developing Technique and Skills	To understand their identified target in full. To evaluate the effectiveness of their skill development plan in achieving their desired outcome, in which to support the successful and accurate replication of the chosen repertoire.

Independent Study Plan

Week 1: Completion of
Week 2: Completion of
Week 3: Completion of
Week 4: Completion of
Week 5: Completion of
Week 6: Completion of
Week 7: Completion of

.7	AoL across Jazz and Contemporary in comparison to Baseline assessment	To assess how effective their skill and technical development has been since the start of Term 1. To identify areas of strength and areas for development. To understand how this could be developed further in future.
.8	Introduction to Show theme	To understand and interpret a theme or stimulus through movement, developing a clear narrative or abstract concept. To demonstrate understanding of different dance styles and they can communicate different themes.
.9	Choreographic Process	To Develop and apply choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. To work effectively in a group , contributing ideas and responding to feedback during the creative process To demonstrate technical proficiency appropriate to each piece including control, timing, spatial awareness, and expressive skills.
.10	Choreographic Process	To Develop and apply choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. To work effectively in a group , contributing ideas and responding to feedback during the creative process To demonstrate technical proficiency appropriate to each piece including control, timing, spatial awareness, and expressive skills.
11	Choreographic Process	To Develop and apply choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. To work effectively in a group , contributing ideas and responding to feedback during the creative process To demonstrate technical proficiency appropriate to each piece including control, timing, spatial awareness, and expressive skills.
12	Finale Stages of rehearsals	To refine and rehearse performance pieces in preparation for a live audience, showing attention to detail and consistency. To evaluate personal and group performance, identifying strengths and areas for development using subject-specific vocabulary. To reflect on the creative process , articulating how choices were made and how ideas developed over time.
13	Finale Stages of rehearsals	To refine and rehearse performance pieces in preparation for a live audience, showing attention to detail and consistency. To evaluate personal and group performance, identifying strengths and areas for development using subject-specific vocabulary. To reflect on the creative process , articulating how choices were made and how ideas developed over time.
14	Show Week	To demonstrate professionalism during technical and dress rehearsals, including punctuality, preparedness, and responsiveness to direction. To follow stage protocol, including backstage behaviour, cues, entrances/exits, and costume management. To work collaboratively and supportively within the cast and crew, maintaining a positive and focused attitude.

Week 8: Research into the show theme and practitioners.

Week 9: Rehearsal of pieces to ensure accuracy.

Week 10: Rehearsal of pieces to ensure accuracy.

Week 11: Rehearsal and refinement of pieces to ensure correct interpretative skills are being applied.

Week 12: Rehearsal and refinement of pieces to ensure correct interpretative skills are being applied.

Week 13: Rehearsal and refinement of pieces to ensure correct interpretative skills are being applied.

Week 14: Collate and organise costumes required.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	<p>Learners to exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles of dance for Year 10 Dance Pathway.</p> <p>Learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the technical elements of the selected styles.</p> <p>Learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.</p> <p>Learners can successfully apply and identify both physical and interpretive skills in their own movement and the material they learn in class.</p> <p>Learners can correct identify each component of a SMART Target and</p>
Desired Outcomes for Most Students	<p>Learners to exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles of Year 10 Dance Pathway.</p> <p>Learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the technical elements of the selected styles.</p> <p>Learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.</p> <p>Learners efficiently and consistently can apply and critically identify both physical and interpretive skills in their own movement and the material they learn in class.</p>

YEAR 10 – LEARNING MAP: COMPONENT TWO

Dates of Study:	Term 3 and Term 4	Exam Board:	Pearson (BTEC)
Assessments:	Feedback Hand in:	Qualification Code:	BPD02
	Hand in: Final week of Term 4	Tier:	Level 2
Additional Information:	Students to complete a written research logbook into chosen works that link to the assessment brief. Students to be filmed in practical exercises and two pieces of professional repertoire.		
	Equipment Required: <ul style="list-style-type: none"> Laptop for online copy of Component Two logbook. Paper copy of Component Two logbook. With necessary colour paper copies as required. Phone for recording and music purposes. Pens. Access to a speaker. Access to studio space. Access to mirrors. PowerPoint Presentation with Learning Cycle. Dance Uniform – Black leotard and black tights. Hair to be tied up off neck and no jewellery to be worn. Any relevant costuming will be provided, if necessary for the repertoires chosen for the Component Two theme once it has been released by BTEC. 		



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<p>To understand key stylistic features of the repertoire and how it links to the given theme.</p> <p>To understand how to apply physical and interpretive skills in rehearsals and to the chosen repertoire.</p> <p>To understand how to set SMART Targets and review rehearsals and their own development.</p>	<p>Apply stylistic and technical conventions to rehearsal of two pieces of professional work.</p> <p>Apply dance skills and techniques to the performance of the chosen professional repertoires.</p> <p>Review the stylistic conventions of the repertoires chosen and set, and reflect on, appropriate targets for development.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
Term 3 – Week 1	Introduction to Component 2. Introduction to Practitioner 1.	To understand what the chosen repertoire is about and explore first impressions and stylistic features. To explore technical exercises to support the replication of the chosen repertoire.
Term 3 – Week 1	Linking the theme to the repertoire.	To understand the theme provided. To explore the theme in relation to the chosen repertoire.
Term 3 – Week 2	Rehearsal Review 1	To understand how physical and interpretative skills support the replication of repertoire To explore how to develop specific physical and interpretative skills to develop ability to accurately replicate repertoire.
Term 3 – Week 2	Setting SMART Target 1 (Logbook)	To identify a Specific target and evaluate the following. Measurable- how to identify that this target is being improved/developed. Achievable- how learners will achieve their desired outcome by creating a set of exercises that they will repeat consistently to achieve desired outcome. Realistic- learners to set a realistic target that they will be able to achieve within in the set time constraints.

Independent Study Plan

- Week 1:** Completion of 'Introduction Questions' for both pieces of repertoire.
- Week 2:** Completion of the 'Theme' section of their booklets and 'Rehearsal Review 1'
- Week 3:** Completion of 'SMART Target 1'
- Week 4:** Completion of 'Rehearsal Review 2'

Term 3 – Week 3	Rehearsal Review 2	To examine the role of physical and interpretative skills in effectively replicating repertoire. To investigate methods for developing specific physical and interpretative skills that enhance the ability to accurately replicate repertoire
Term 3 – Week 4	Write up SMART Target 1	To understand their identified target in full. To evaluate the effectiveness of their skill development plan in achieving their desired outcome, in which to support the successful and accurate replication of the chosen repertoire.
Term 3 – Week 5	SMART Target Review 1	To assess how effective their skill development plan is in achieving the desired outcome of 9 successfully and accurately replicating the chosen repertoire. To understand how this could be developed further in future.
Term 3 – Week 5	Setting SMART Target 2 (Logbook)	To identify a Specific target and evaluate the following. Measurable- how to identify that this target is being improved/developed. Achievable- how learners will achieve their desired outcome by creating a set of exercises that they will repeat consistently to achieve desired outcome. Realistic- learners to set a realistic target that they will be able to achieve within in the set time constraints.
Term 3 – Week 6	Rehearsal Review 3	To gain insight into how physical and interpretative skills contribute to the accurate reproduction of repertoire. To explore strategies for enhancing specific physical and interpretative skills that improve the precision of repertoire replication.
Term 3 – Week 6	Write up SMART Target 2	To understand their identified target in full. To evaluate the effectiveness of their skill development plan in achieving their desired outcome, in which to support the successful and accurate replication of the chosen repertoire.
Term 4 – Week 1	Refining knowledge from Term 3	To understand how prior learning from Term 3 can be refined and applied to enhance current performance or practice.
Term 4 – Week 1	Rehearsal Review 4	To explore the ways in which physical and interpretative skills enable effective repertoire replication. To identify approaches for developing targeted physical and interpretative skills that support accurate repertoire performance.
Term 4 – Week 2	Refining Repertoire (Practical)	To understand how to effectively apply physical and interpretative skills in the refinement of repertoire, ensuring accurate replication and articulation of the choreography.
Term 4 – Week 3	Introduction to Evaluation	To understand the requirements and content of the evaluation (Learning Aim C) and understand how the application of their practical assessment and theoretical studies will aid them in the completion of their evaluation.
Term 4 – Week 3	Repertoire Performance (Practical Assessment)	To understand how to effectively apply physical and interpretative skills to performance of repertoire practically, to be able to replicate the repertoire accurately. This is the student's practical assessment for their Component Two. All students will perform both of their practical pieces of work they have been rehearsing in front of their peers and will be recorded to be sent to BTEC.
Term 4 – Week 4	Evaluation	To evaluate how learners have applied physical and interpretative skills in accurately reproducing the existing repertoire. To synthesise the use of SMART targets in improving movement accuracy and overall performance quality.
Term 4 – Week 4	Evaluation	To analyse how learners have used physical and interpretative skills to replicate the existing repertoire. To synthesise use of SMART Targets for developing movement accuracy and performance.
Term 4 – Week 5	Refining Evaluation and Submission	To review both their Learning Aim A and C to ensure both are complete and ready, in both content and presentation, for their BTEC Submission. Their written logbook of both Learning Aim A and C is to be completed by this deadline.

Week 5: Completion of 'SMART Target Review 1'

Week 6: Completion of 'SMART Target 2' and 'Rehearsal Review 3'

Week 7: Ensure all work in logbook is completed. up to and included 'Rehearsal Review 3.'

Week 8: Independent rehearsal of practical exercises and repertoire in readiness for practical assessment.

Week 9: Completion of 'Rehearsal Review 4'

Week 10: Independent rehearsal of practical exercises and repertoire in readiness for practical assessment.

Week 11: Completion of 'Questions 1 to 4' of Learning Aim C.

Week 12: Completion of 'Questions 5 to 7' of Learning Aim C.

Week 13: Completion of 'Questions 8 to 10' of Learning Aim C.

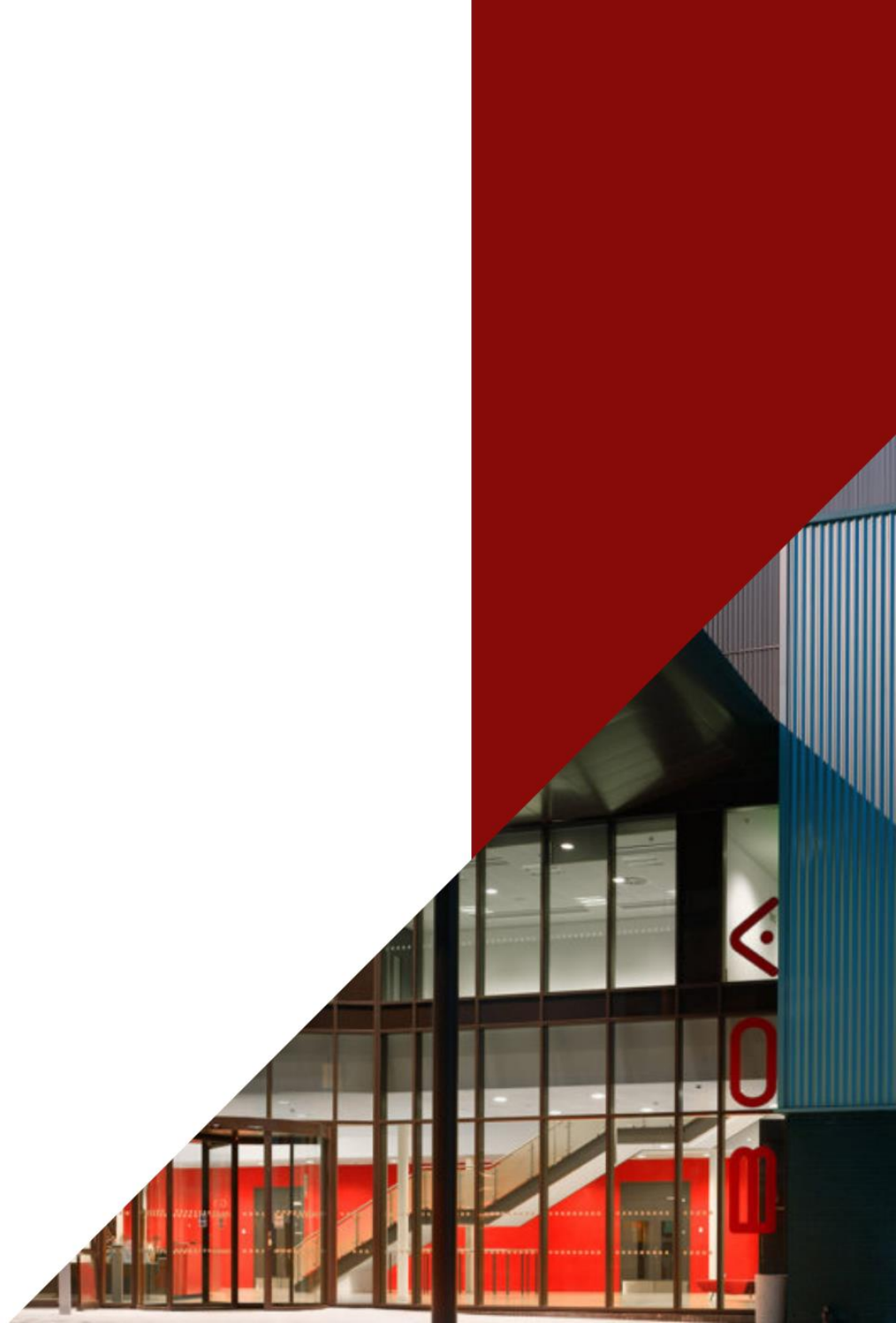
Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<ul style="list-style-type: none">• Competent application of technical and performance skills during the rehearsal process. Competent and mostly disciplined approach to the preparation of skills and techniques for performance that relate to the theme.• Competent demonstration of technical performance skills during the performance. Competent use of performance skills to express stylistic qualities of the repertoire during the performance. Competent application of interpretive skills during the performance.• Appropriate review of development of skills and techniques. Competent use of review and target setting to enable development. Appropriate review of the application of skills and techniques in performance. Actions and targets to improve are clearly considered and relevant.
<p>Desired Outcomes for Most Students</p>	<ul style="list-style-type: none">• Effective application of technical and performance skills during the rehearsal process. Confident and disciplined approach to the preparation of skill and techniques for performance that relate to the theme.• Effective demonstration of technical performance skills during the performance. Effective use of performance skills to express stylistic qualities of the repertoire during the performance. Insightful and confident application of interpretive skills during the performance.• In-depth review of the development of skills and techniques. Effective use of review and target setting to drive forward own development. In-depth review of the application of skills and techniques in performance. Actions and targets to improve are thoroughly considered and pertinent.

PATHWAY SUBJECT

MUSIC
(BTEC LEVEL 2)

Y10



LEARNING MAP: Component 1 Exploring Music Products and Styles



Dates of Study:	Task 1 – Term 1, 2 and 5.	Exam Board:	Edexcel
Assessments:	1. Task 1 – Styles Portfolio 2. (Task 2 – Explore Techniques to create music products)	Qualification Code:	BMP01
		Tier:	N/A
Additional Information:	Reference Materials:		

Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	EXAMPLE: This unit follows on from solo skill development & showcase.....	EXAMPLE: This unit prepares students to perform on the public stage at a professional venue, exploring attributes that are required from active professionals in order to succeed in the live industry.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	Introduction to course & Music Theory: How can I link reading music to composing music?	Introduction to course, what will be studied and when. Upcoming gigs and dates and what will be done to support with learning. Teacher led discussion on existing knowledge. Low stakes quiz based on music theory and stylistic knowledge gained from KS3. Teacher led discussion on music theory basics – note lengths, staves etc. Set a composition task in G Major in Logic. Students create a chord progression using the key of G major and record in.
2	How are elements used during the composition process? - pitch, texture and dynamics, duration, harmony, rhythm etc.	Exploration of elements through listening task – Students must describe the pitch, texture, dynamics, duration and any harmonic devices they hear. Major & Minor scales – formula for each. Students work out a major and minor scale on their own. Then continue with composition.
3	Comp 1 – Intro to resources & the Blues – What are the origins & foundations of the blues?	Intro to the Blues through teacher led discussion and sharing of videos with questions for students to answer. History and origins of the blues. 12 bar blues and walking bass line. Students required to create their own 12 bar blues chord progression in Logic OR depending on resources create a whole class performance of 'Hound Dog' by Elvis Presley.
4	How are the 12-bar blues constructed? How to use the 12-bar blues & music theory knowledge to compose?	Recap on knowledge learnt based on the blues. Listening bell task- students identify key features of the blues from the song. Recap the 12 bar blues and walking bass line. Students work out their own scales and then create their own 12 bar blues chord and walking bass line sequence and input into Logic to create their own blues composition
5	How to use the 12-bar blues & music theory knowledge to perform?	Recap on successes from last lesson – own 12 bar blues sequence and ability to play it. Ask students to play on keyboard as part of the bell task. Students begin their PowerPoint presentation on The Blues using given template.
6	How to present knowledge of the blues? - Compile work into presentation.	Recap on progress of presentations so far. Review harmony, tonality and rhythm elements in bell task using listening task. Students begin their PowerPoint presentation on The Blues using given template

Independent Study Plan

Week 1-onwards-
Students work independently to continue their style PowerPoints, as well as practicing or completing practical examples.
This progress is monitored via a progress log on teams.

7	Film Music- How do diegetic & non diegetic music change in a scene? What is a leitmotif?	Intro to film music. Bell task – using film clips students describe music that could match the scene. Teacher led discussion on what diegetic and non-diegetic sound is – show examples. Again, describe what a leitmotif is with examples. Students listen to a piece of music from ‘inception’ and describe the music using given musical terms. Give example of how sci-fi music is made. Students are given a choice of 4 clips to compose for. Model how to load a film clip into logic as students start experimenting with sounds for their clip.
8	How do you compose music for film?	Bell task – what music would match the scene? Or watch the clip showing different music for the same scene, which one suits it better? Recap composition techniques for movie music- use of samples/loops must be edited, can include MIDI, audio and samples. Students continue their film music composition.
9	How can you use instrumentation to portray different emotions?	Bell task on the use of instruments – give examples of different soundtracks – Tron & Indiana Jones- what is the difference in the instrumentation? How does it help represent the movie? Students start their Film Music PP based on the same template of the blues.
11	How to present knowledge of the Film? - Compile work into presentation.	Bell task – recall on film origins. Use example of silent movies to show the development through time OR play them a silent movie clip, ask them to describe and explain the use of music within the scene. Students continue with Film music PP and film music example in logic. Once completed they need to bounce the clip with their music on it. Model for the students how to do this.
12	How to present knowledge of the Film? - Compile work into presentation.	Bell task – recall on film origins. Use example of silent movies to show the development through time OR play them a silent movie clip, ask them to describe and explain the use of music within the scene. Students continue with Film music PP and film music example in logic.
13	Reggae – What are the key compositional elements – rhythm, melody and structure.	Bell task – ask students to describe the rhythm, time signature, tonality and texture. Intro to style and origins – key artists Bob Marley. Watch performance on Bob Marley at the BBC in the 70s – students ask questions based on performance. Teacher led discussion on rhythmic features, melody and structure. Students pick a reggae song that they will create an instrument tutorial video. Students plan their video, needs to be between 30seconds-1min long based on their instrument and a phrase or ostinato from a reggae song.
14	WHat are the key sonic elements- instrumentation, texture and production?	Bell task – listening task to identify use of texture, instrumentation and production. Teacher led discussion based on sonic elements – look at how reggae has been recorded through the years. Students to record their tutorial video and edit in cap cut.
15	How to present knowledge of Reggae? - Compile work into presentation.	Recap on compositional and sonic elements. Students continue with Reggae music PP and film music example in logic.
16	How to present knowledge of Reggae? - Compile work into presentation.	Recap on compositional and sonic elements. Students continue with Reggae music PP and film music example in logic.
17	British Invasion- What are the key compositional elements – rhythm, melody and structure.	Bell task – watch The Beatles on Ed Sullivan show – students to identify and describe stylistic elements and how their style represents the music. Teacher led discussion on compositional elements. Students' pic a song they can create a group performance for to record.
18	WHat are the key sonic elements- instrumentation, texture and production?	Teacher led discussion based on sonic elements – students watch a clip from the Disney+ Beatles documentary. Questions asked to identify set up of the studio and how the music was recorded. Students start PP and rotate to practice their British Invasion song ready to record.
19	How to present knowledge of British Invasion? - Compile work into presentation.	Recap on compositional and sonic elements. Students continue with British Invasion music PP and film music example in logic.



20	How to present knowledge of British Invasion? - Compile work into presentation.	Recap on compositional and sonic elements. Students continue with British Invasion music PP and film music example in logic.
21	Style 4	Listening bell task – identifying style characteristics. Intro style & origins. Practical task to enable students to develop an example of the task.
22	How Compositional & sonic elements are used in the style.	Bell task on the use of instruments & compositional elements – give examples of different songs.
23	How to present knowledge of style 4? - Compile work into presentation.	Students start/continue with 4 th style PP.
24	How to present knowledge of style 4? - Compile work into presentation.	Students start/continue with 4 th style PP.



Desired Outcomes			
Focus		Professionalism	Theory Understanding
All (Merit Level Outcomes)		Appropriate creative choices based on clear understanding of techniques used to create music and use of competent appreciation skills.	Competent application of experimental techniques and processes used in the realisation of music in response to the brief.
		Effective creative choices based on in-depth understanding of the techniques used to create music and use of perceptive appreciation skills.	Competently developed ideas based on appropriate application of musical realisation techniques and resources in response to the brief.
Some (Distinction Level Outcomes)		Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief.	Effective application of experimental techniques and processes used in the realisation of music in response to the brief.

LEARNING MAP: Component 2 Sep-Dec RESUB

Dates of Study:	Sep-Dec 2025	Exam Board:	Edexcel
Assessments:	3. Component 2 booklet	Qualification Code:	
	4. 2 musical outcomes	Tier:	N/A
Additional Information:	Reference Materials:		



Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	This unit is a resit from last year's Comp 2 focusing on individual instrumental progression. Student's must show understanding of development on their instrument.	This unit prepares students to perform a solo performance, which showcases their instrumental skills and their development over time.

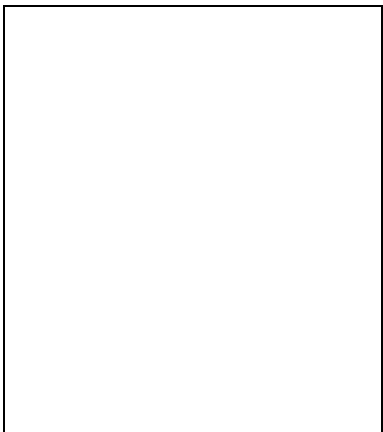
Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	What will the outcomes look like? How can we further secure our Component 2 Grade?	Students choose outcomes. Create a plan of how they will achieve their outcomes over a 6-week period. They use their previously created musical profiles and update them to include experience since last submission. Students must ensure their plans focus on instrumental and production development. Give examples of plans. Gather information from students – key skills or concepts to support with next lesson – for example how to show development of development of scales, communication, audio manipulation etc. <i>Each Performance lesson: Students capture evidence of development of their technique or show evidence of their development. Spend 30mins on solo performance. Students must make notes to write up in next lesson what has been done; must be instrumental / technique specific. Evidence can range from video, audio, lead sheet, tabs, link- but must be explained.</i>
2	Skills development & audits – what skills do I need to improve? How can I do this?	What is a skills audit? What did we do before? How can we make it more purposeful? Students look at examples of last submission- what was the feedback? How can they align with updated criteria? Students complete both skills audits for both outcomes ensuring they include any evidence. When finished students need to write a plan tracking what they will do each session about their overall outcome. In essence they will be creating a timeline. For example – performance – How will they learn the song? how many sessions will they concentrate on different sections? what would they find most challenging? When will they be ready?
3	How have I improved? Ensure skills audit is completed. Peer assessment of skills audit and first Milestone record.	Update milestone progression table with evidence and development of skill -focusing on individual instrumental and production development. Students peer assess each other's work based on the criteria and example given. Performance and production skills must be clearly described and evaluated, they must also ensure they have explained how they will use them within their outcomes.
4	How have I improved? How has peer feedback impacted our development?	Update milestone progression table with plan for next, evidence and development of skill from last session- focusing on individual instrumental and production development.

Independent Study Plan

Continued throughout the component – Individual solo rehearsal. Evidence captured by audio or video recordings. Evidence provided will be used within milestone progression tables.

5	How have I improved? – Composition technique review.	Update milestone progression table with plan for next, evidence and development of skill from last session-focusing on individual instrumental and production development.
6	How have I improved? – Performance technique review.	Update milestone progression table with plan for next, evidence and development of skill from last session-focusing on individual instrumental and production development.
7	How have I improved?	Update milestone progression table with plan for next, evidence and development of skill from last session-focusing on individual instrumental and production development.
8	How have I developed – performance recording & Composition submission	Update milestone progression table with plan for next, evidence and development of skill from last session-focusing on individual instrumental and production development. Students hand in their completed outcomes.
9	How have I improved? – Skills audit pt.2	Students complete their second skills audit for both outcomes. Ensure sufficient evidence is provided for the development of all skills. Students must show expert understanding of how they have refined their skill over time and impact it has on their final outcome. Show students an example of past distinction work, compare to last years submission – highlight the needs of a successful audit.
10	Collation of evidence.	Students collate evidence in their folders to ensure a successful submission.



Desired Outcomes

Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
-------	----------------------------------	-----------------	----------------------

<p>All (Merit Level Outcomes)</p> <p>Some (Distinction Level Outcomes)</p>	<p>All will (Merit level): Competent planning that demonstrates incremental and sequential progression for appropriate improvement of musical skills and technique in line with intentions.</p> <p>Development processes are applied appropriately and are competent in improving skills and techniques.</p> <p>Technical exercises are appropriate and clear in their links to development and intended outcomes.</p> <p>Competent refinement of musical skills through application to musical outcomes.</p> <ul style="list-style-type: none"> • Appropriate reflections lead to clear musical improvements. • Competent development of musical content/material in line with creative intentions. • Musical content is competent and mostly stylistically accurate. • Professional skills are appropriately applied and mostly develop musical skills. • Professional skills for the music industry are appropriately applied throughout the development process. <p>Some will (Distinction level): Comprehensive planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique.</p> <ul style="list-style-type: none"> • Development processes are applied securely and are effective in improving skills and techniques. • Technical exercises are purposeful and effective in their links to development and intended outcomes. • Effective refinement of musical skills through application to intended musical outcomes. 	<p>EXAMPLE:</p> <p>Create a clear plan that tracks the linear development of skills within performance and composition.</p> <p>Ensure skill development is purposeful and technical relating to individual musical and production development.</p> <p>Create music that is in line with the brief.</p> <p>Student reflections are competent in identifying how they have improved and what to do to further improve their skill.</p> <p>EXAMPLE:</p> <p>Create a clear and detailed plan that tracks the linear development of skills within performance and composition.</p> <p>Ensure skill development is purposeful, effective and technical relating to individual musical and production development.</p> <p>Create music that is in line with the brief and effective in its link to musical style and creative intentions.</p> <p>Student reflections are detailed and purposeful in identifying how they have improved and what to do to further improve their skill.</p>	<p>EXAMPLE: A clearly considered use of relevant musical elements in the creation of music.</p> <p>A clearly considered use of technical musical development in the creation of music.</p> <p>Identification and demonstration of skills, how they can be developed and explanation of strengths and weaknesses.</p> <p>EXAMPLE: A thoroughly considered and holistic use of pertinent musical elements in the creation of music.</p> <p>A purposeful and perceptive use of technical musical development in the creation of music.</p> <p>Identification, demonstration and analysis of skills, how they can be developed and of strengths and weaknesses.</p>
--	--	--	---

	<p>Perceptive reflections lead to highly effective musical improvements.</p> <ul style="list-style-type: none">• Effective development of musical content/material in line with creative intentions.• Musical content is effective and stylistically accurate.• Professional skills are purposefully applied and effectively develop musical skills.• Professional skills for the music industry are consistently applied with assurance throughout the development process.		
--	---	--	--

Y10 LEARNING MAP: Component 1 – Rehearsing Professionally



Dates of Study:	Term 5 & 6	Exam Board:	Edexcel
Assessments:	6. Submission of rehearsal logs & associated videos	Qualification Code:	
	7. Performance at 8 th July Showcase event	Tier:	N/A
Additional Information:	Reference Materials:		

Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	This unit follows on from solo skill development & showcase 1. It is assumed students are familiar with the concept of rehearsal & have engaged in some structured rehearsal sessions.	This unit prepares students to perform on the public stage at a professional venue, exploring attributes that are required from active professionals in order to succeed in the live industry.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	What does professional rehearsal look like?	Students explore approaches to professional rehearsal, particularly focusing on what the rehearsal is for & not for (not learning the song). Students consider relationship between musicians. Students contribute to create a collective model for rehearsal that is then used as a framework for the following sessions.
2	Am I prepared to step into the rehearsal room?	Lead sheets are introduced as a requirement for all future rehearsal sessions.....
3	How does Texture & Dynamic contrast impact my performance?	Use musical texture and dynamics intentionally to shape performance quality
4	Am I considering tone?	Understand and control tone quality for professional performances.
5	Rhythm & Harmony, where does it fit?	Strengthen ensemble playing by understanding rhythmic and harmonic roles.
6	What happens in between the songs? (Transitions & crowd interaction)	Prepare effective transitions and build stage presence between songs.
7	'Stagecraft'.....what is it?	Develop professional stage presence and performance confidence.
8	How can I refine my performance?	Strengthen performances through structured rehearsal feedback
9	Am I responding to the feedback issued?	Actively use feedback to improve and develop as a performer.
10	PERFORMANCE EVENT	

Independent Study Plan

Week 1: Students are tasked with crafting their own lead sheets & rehearsal resources to support following rehearsal session. Particular focus will be on application of outlined 'skill focus'.

Week 2:

Week 3:

Week 4:

Desired Outcomes

Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
All (Merit Level Outcomes) Some (Distinction Level Outcomes)	All will (Merit level): Some will (Distinction level):		

Y10 LEARNING MAP: Component 1 – Rehearsing Professionally



Dates of Study:	Term 5/6	Exam Board:	Edexcel
Assessments:	8. Submission of evidence for Comp 1 Task 1	Qualification Code:	
	9. Performance at 8 th July Showcase event	Tier:	N/A
Additional Information:	Reference Materials:		

Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	This unit follows on from solo skill development & showcase 1. It is assumed students are familiar with the concept of rehearsal & have engaged in some structured rehearsal sessions. Students build on prior knowledge of genre specific instrumental & music skills/technique.	This unit prepares students to perform on the public stage at a professional venue, exploring attributes that are required from active professionals in order to succeed in the live industry.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	What does professional rehearsal look like?	Students explore approaches to professional rehearsal, particularly focusing on what the rehearsal is for & not for (not learning the song). Students consider relationship between musicians. Students contribute to create a collective model for rehearsal that is then used as a framework for the following sessions. Bands ensure they are beginning to develop first song for set list. Songs linked to given genres.
2	Am I prepared to step into the rehearsal room? Why is rhythm so important?	Lead sheets are introduced as a requirement for all future rehearsal sessions. Focus on rhythm as key skill – interaction of rhythmic instruments and different rhythmic features for the different genres – syncopation (reggae), straight 4/4 – Britpop, swing – blues etc.
3	How does Texture & Dynamic contrast impact my performance?	Use musical texture and dynamics intentionally to shape performance quality. Light & shade – to add contrast. Students demonstrate understanding of concept through performance of repertoire material in rehearsal session. Expression notes added to lead sheets.
4	Am I considering tone?	Understand and control tone quality for professional performances. How can this relate to different instruments? Guitars – sound (distortion / crunch etc), vocals – breath control, use of resonance or a more aggressive tone. How does it relate to the genres? For example, blues – smooth and relaxed, punk – heavier and more aggressive. Students demonstrate understanding of concept through performance of repertoire material in rehearsal session. Expression notes added to lead sheets.
5	Rhythm & Harmony, where does it fit?	Strengthen ensemble playing by understanding rhythmic and harmonic roles. For example - Vocal harmonies and/or use of different instruments within the band to play harmonies.
6	What happens in between the songs? (Transitions & crowd interaction)	Prepare effective transitions and build stage presence between songs. Introduce band, think of ways to introduce the songs, techniques for keeping the audience engaged. Industry examples, 'avoiding the awkward silence' and the concept of 'scripting' introduced here.
7	'Stagecraft'.....what is it?	Develop professional stage presence and performance confidence. Look at examples of performances. Analyse their techniques, and the difference between genres.
8	How can I refine my performance?	Strengthen performances through structured rehearsal feedback. Students perform and peer assess progress. Student self tape rehearsal of full set for self-review?
9	Am I responding to the feedback issued?	Actively use feedback to improve and develop as a performer.
10	PERFORMANCE EVENT	8th July – The Rainbow. Students perform a 30 minute set?

Independent Study Plan

Week 1: Students prepare for first rehearsal session from their planning lesson. Listen to chosen song and ensure they know their part.

Week 2: Students are tasked with crafting their own lead sheets & rehearsal resources to support following rehearsal session. Particular focus will be on application of outlined 'skill focus'.

Week 3-7: Consider musical elements discussed in lesson within independent rehearsal. **Lead sheets completed for forthcoming rehearsal sessions (Fridays).**

Week 6-7: Ensure experience of rehearsing chosen genres are included within Task 1 PowerPoints. Showing consideration of musical elements when creating the performance.

Week 8: Consider feedback from peers within independent practice.

Desired Outcomes			
Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
All (Merit Level Outcomes) Some (Distinction Level Outcomes)	All will (Merit level): Appropriate creative choices based on clear understanding of techniques used to create music and use of competent appreciation skills.	Competently developed ideas based on appropriate application of musical realisation techniques and resources in response to the brief.	A clearly considered use of relevant musical elements in the creation of music.
	Some will (Distinction level): Effective creative choices based on in-depth understanding of the techniques used to create music and use of perceptive appreciation skills.	Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief.	A thoroughly considered and holistic use of pertinent musical elements in the creation of music.

PATHWAY SUBJECT

MUSICAL THEATRE (BTEC LEVEL 2)

Y10



Y10- LEARNING MAP – Component 2

Dates of Study:	September – December 2025	Exam Board:	Pearsons (BTEC)
Assessments:	1 Performers Notebook – analysing character in the chosen show and discussing personal targets for developing performance skills. 2 Review of rehearsal process (500 words) 3 Group performance (5-8 minutes) 4 Evaluation of performance and process (500 words)	Qualification Code:	BPAO2
		Tier:	N/A
Additional Information:	First week of term students take part in Industry week. Weeks 2 & 3 will be staff led performance workshops in each of the 3 disciplines to start to develop and assess student performance skills. This scheme will begin in week 4 of the term. Students will take part in a short performance from a chosen show linked to a theme given by the exam board, demonstrating rehearsal and performance skills in all 3 disciplines. They will undertake a skills audit of their performance skills in all three disciplines at the start of the unit, and monitor and evaluate these skills during an intense rehearsal process demonstrating enthusiasm, commitment and teamwork.		



Musical Theatre

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Students undertake a Skills audit at the start of the rehearsal process, and use this to set targets for rehearsal and to reflect upon in the evaluation.	Be able to demonstrate why the chosen show fits the given theme. Be able to demonstrate and evaluate how they have improved in relation to the targets set for singing, acting and dance. Linked to rehearsal processes, performing in professional environment (costume lighting and set to an extent). Musical theatre repertoire also covered along with working with a range of professionals and understanding their roles and responsibilities. Formal assessed BTEC component completed at the start of year 10 - linked to skills and techniques.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Launch Comp 2 & Set skills audit.	Understand the theme of Component 1 and investigate relevant shows. Evaluate personal performance skills and undertake Skills Audit
.2	Theory 1 Performers Notebook	Theory lesson - Begin to explore the chosen MT repertoire, based on the given theme. Discuss why the show is relevant to the theme, watch and analyse sections of the show. Introduce Section 1 of Performers NoteBook – why the chosen repertoire matches the theme given by the exam board – and time to start writing this. Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.3	Theory 2 Performers Notebook 2	Theory lesson - Introduce section 2 of the Performer's Notebook – character analysis based on the songs chosen for performance. Look at previous examples of how to analyse character based on the given songs and relate this back to the given theme. Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.4	Theory 3 Performers Notebook 3	Theory lesson – Introduce section 3 of Performer's notebook – Skills log – setting of long term targets. Look back at initial skills audit and reflect on first 3 weeks of rehearsal, discuss how student personally is developing in relation to skills audit, and set a long term target in each discipline (singing, dance, acting).

Independent Study Plan

- Week 1:** Complete and submit skills audit.
- Week 2:** Complete section 1 – Theme.
- Week 3:** Complete section 2 – character analysis.
- Week 4:** - Complete section 3 – Skills log – long term targets
- Week 5:** Complete section 4 – Analysis of lyrics
- Week 5:** Complete section 5 – Rehearsal photo annotation.

		Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.5	Theory 4 Performers Notebook 4	Theory Lesson - Introduce section 4 of the Performer's Notebook – character analysis based on the songs chosen for performance. Look at previous examples of how to analyse lyrics to demonstrate character, and link it back to the given theme. Students have time to start analysing and annotating lyrics of chosen songs. Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.6	Theory 5 – Performers Notebook 5	Theory lesson – Introduce section 5 of Performer's Notebook – Rehearsal photo annotation – collating photos from rehearsal to inset into Notebook, annotated to demonstrate development of performance skills, and how performance is relating to given theme. NoteBook submitted at end of this week. Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.7	Theory 5 Rehearsal log prep	Theory lesson – prep for Rehearsal log – <ul style="list-style-type: none"> ▶ What skills have you focused on within singing, dancing and acting? <i>Discuss 2 within each discipline</i> ▶ Set 3 short term target to focus on between now and the final performance. <i>One in each discipline</i> ▶ How have you approached the theme of Connection In your interpretation of you character? Practical - 2 practical lessons each week focussing on the developing performance skills through rehearsal.
.8	Theory 6 Rehearsal Log.	Theory lesson – complete 500 word Rehearsal log in assessment conditions. Practical - 2 practical lessons each week – final rehearsals ahead of assessment next week.
.9	Theory 7 Evaluation prep	Theory lesson – prep for Evaluation log – <ul style="list-style-type: none"> ▶ What went well? Give specific examples of certain skills that you improved in, 1 in each discipline, Acting, Singing, Dance. These should be based on your targets you set yourself. ▶ What areas do you need to further improve? Give specific examples of skills that would like to further improve, 1 in each discipline of Acting, Singing, Dance. These should be new targets. ▶ How did your performance reflect the given THEME ▶ What have you learnt from this process? What skills have you developed and how will they be beneficial to your development as a Musical Theatre performer? Practical lesson 1 – final dress run. Practical lesson 2 – assessed performance.
.10	Theory 8 Evaluation.	Theory lesson – complete 500 work Evaluation in assessment condition. Practical – 2 lessons introducing short devised Panto project.

Week 6: Complete and submit NoteBook

Week 7: Rehearsal log prep.

Week 8: Reflection on skills development ahead of Evaluation

Week 9: Evaluation prep.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Completion of Component 2 Performers NoteBook, Rehearsal Log & Evaluation for year 10 submission deadline. • Exploring the chosen musical repertoire through practical work and reinforcing this with well compiled research.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Completion of Component 2 portfolio of work to a high standard (e.g. 50/60 mark).

YEAR 10 COMPONENT 1 - LEARNING MAP

Dates of Study:	January – May 2026	Exam Board:	Pearson (BTEC)
Assessments:	Component 1 – Exploring the Performing Arts	Qualification Code:	BPD01
		Tier:	N/a
Additional Information:	Students will take part in an extensive investigation into a chosen musical ('Come From Away') through a mixture of practical exploration, academic research, teacher-led teaching and independent research. Students will compile a Component 1 portfolio of their findings in adherence with the 10 sections required for the marking criteria.		



Musical Theatre

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through	<ul style="list-style-type: none"> Industry showcase performance and initial induction skills – linked to performance techniques, stylistic features and skills Panto project – linked to performance genre, roles and responsibilities Completion of Component 2 in December 2025 - Developing Skills and Techniques in the Performing Arts. Students will have an awareness of Musical Theatre skills and processes from this practical and reflective component. 	<ul style="list-style-type: none"> Linked to rehearsal processes, performing in professional environment (costume lighting and set to an extent). Musical theatre repertoire also covered along with working with a range of professionals and understanding their roles and responsibilities. Independent project where students take on their own roles and responsibilities adhering to stylistic features of Pantomime. Formal assessed BTEC component completed at the start of year 10 - linked to skills and techniques. Students will have an awareness of a range of skills and how to apply these through each of the three disciplines – acting singing and dance. There will also be an awareness of analysis and how to 'write for BTEC' set up in this Component (e.g. expectations and what good quality work looks like). Through the Completion of Component 2 they will have an awareness of the roles and responsibilities of directors, MDs and choreographers, and the skills used to perform in Musical Theatre repertoire. The concept of themes will also be taught here.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Analysing performing arts repertoire	To watch and analyse musical theatre repertoire, forming the basis of the Component 1 Theory topic ('Come From Away')
.2	Introduction of Component and Section 1 and 2	To further examine the needs of the Component, including the theme set but the exam board and to understand what analysis is. Introduction of section 1 and 2 (title page and summary of plot).
.3	Section 3	To understand 'how the musical was made' for section 2 and complete our own research.
.4	Section 4	To investigate what 'stylistic qualities' are in musical theatre and how these apply to 'Come From Away'.
.5	Section 5	To investigate the theme set by the exam board and how this is reflected in 'Come From Away' – providing clear and relevant examples.
.6	Mid-point review and reflection	To respond to feedback on mid-point submission and refine work by looking at excellent examples of previous submissions (WAGOLL).
.7	Section 6	To consider what the roles and responsibilities of the director, MD, choreographer, costume/set/lighting designer and performers are in Musical Theatre and then apply this to 'Come From Away'.

Independent Study Plan

- Week 1:** Completion and reflection on notes on 'Come From Away' analysis
- Week 2:** section 1 and 2 completion
- Week 3:** section 3 completion
- Week 4:** section 4 completion
- Week 5:** section 5 completion
- Week 6:** Mid-point review hand in on Teams
- Week 7:** section 6 completion
- Week 8:** section 7 completion

.8	Section 7	To investigate how ideas were generated to adapt and create the musical.
.9	Section 8	To explore our own rehearsal practice in 'Come from Away' and the skills needed, as well as the professional cast and crew rehearsal process.
10	Section 8 continued	To analyse a specific performance moment – 'Welcome to the Rock' regarding performance techniques used.
.11	Section 9 and First draft completion	To analyse the design of the set, costume and lighting (production values) in regard to production techniques used.
12	Section 10 (bibliography) and final reflection and review.	To understand how we can create a bibliography of sources used and to independently reflect and review on work in order to hand in high quality piece of work.

Week 9: section 8 begin

Week 10: section 8 completion

Week 11: section 9 and first draft completion

Week 12: Final reflection, review and refinement of completed Component submission.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To build upon the skills set first introduced in Component 2 'Developing Skills and Techniques in the Performing Arts' – to be able to identify performance skills and analyse professional performing arts repertoire. To explore the chosen musical repertoire independently through practical work and reinforcing this with well compiled academic research. To be able to identify the following areas in professional repertoire and be able to analyse and evaluate relevant examples: stylistic qualities, performance/production features, roles and responsibilities, rehearsal processes, generation of ideas, themes within musicals etc. ASSESSMENT: Mid-point review date first week of March. Final date will be confirmed during teaching time. The expected outcome for this mid-point assessment is for learners to understand the strengths and weaknesses of their investigation and take active steps to improve this. ASSESSMENT: Date for final assessment: Week before Easter Holiday. Final date will be confirmed during teaching time. The expected outcome for this final assessment that it is a high-quality piece of submitted assessment work that will allow them to 'bank' the marks needed without a resubmission in year 11.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To be able to transfer the skills from Component 1 and 2 into the required work for Component 3 'Responding to a Brief' independently (to be completed in year 11). For example: taking the skills developed from investigating 'roles and responsibilities' here in Component 1 and applying these in a vocational context in order to take on this role within a devising group (e.g. the role of a director or musical director). To be able to build on feedback given independently and improve work to a high standard.

Year 10- LEARNING MAP

Dates of Study:	March – July 2026	Exam Board:	N/a
Assessments:	Showcase – non assessed performance	Qualification Code:	N/a
		Tier:	N/a
Additional Information:	Students will take part in audition, rehearsal and performance work in a end of Year 10 Showcase. This showcase is to highlight their development and performance skill that they have developed in Year 10 Musical Theatre across the three disciplines: acting singing and dance.		



Musical Theatre

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through	<ul style="list-style-type: none"> Industry showcase performance and initial induction skills – linked to performance techniques, stylistic features and skills Panto project – linked to performance genre, roles and responsibilities Completion of Component 2 in December 2025 - Developing Skills and Techniques in the Performing Arts. Students will have an awareness of Musical Theatre skills and processes from this practical and reflective component. Component 1 completion – awareness of practitioner work and repertoire Teaching and Learning in all three practical disciplines across the Year 10 curriculum. 	<ul style="list-style-type: none"> Linked to rehearsal processes, performing in professional environment (costume lighting and set to an extent). Musical theatre repertoire also covered along with working with a range of professionals and understanding their roles and responsibilities. Formal assessed BTEC component completed at the start of year 10 - linked to skills and techniques. Students will have an awareness of a range of skills and how to apply these through each of the three disciplines – acting singing and dance. This is instilled from their practical lessons embedded throughout Year 10 Pathway lessons. Through the Completion of Component 2 they will have an awareness of the roles and responsibilities of directors, MDs and choreographers, and the skills used to perform in Musical Theatre repertoire. The concept of themes will also be taught here. Performance work will highlight the development students have made over their time at BOA.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
The following weeks will initially be layered over the year 10 learning for Component 1. Once Component 1 is completed the Showcase will be the sole focus until the end of year 10.		
.1	Launch of Showcase theme	To unpick the meaning of the theme and potential performance repertoire that would fit into this. Launch of the class piece numbers. This will also link to the vision for costume, individual class pieces etc. There will be a pause in the development of showcase material so that Component 1 can be the sole focus. The following weeks learning material will then be filtered into lesson time.
.2	Audition Preparation week	To further examine the needs of the Showcase theme, to rehearse group audition pieces in BOA with teacher guidance.
.3	Audition week	To perform selected audition material to the audition panel and peers.
.4	First class pieces rehearsal	To explore the repertoire for the first class piece and to set this through the three disciplines (acting, singing dance).
.5	First whole cohort rehearsals	To practically explore the full cohort opening numbers through the three disciplines.
.6	Setting small group numbers and second full cohort pieces	For those students who successfully auditioned small group number material: to work with teaching staff to set and refine these numbers. All students will work towards the setting an shaping of the second full cohort piece.

Independent Study Plan

- Week 1:** Research into the chosen theme
- Week 2:** Selection and rejection of audition material
- Week 3:** Rehearsal of small group numbers
- Week 4:** Rehearsal of small group numbers
- Week 7:** Costume research and selection
- Week 8:** section 7 completion

.7	Refining week	To refine and clean all material set so far, before moving onto new material.
.8	Second class piece rehearsal	To explore the repertoire for the second class piece and to set this through the three disciplines (acting, singing dance).
.9	Setting small group numbers and second class pieces.	To explore our own rehearsal practice in 'Come from Away' and the skills needed, as well as the professional cast and crew rehearsal process.
10	Refining week and costume checks	To refine and clean all material set so far, before moving onto new material. Students will also bring in any costumes that they have sourced this week for checking, and so that BOA can provide any missing costume, and to rehearse in these for health and safety reasons.
11, 12, 13	Final rehearsal, blocking and cleaning weeks	To refine all performance material set. These weeks will be spent refining performance material, cleaning movement, setting harmonies and preparing students ahead of their move to the Old Rep Theatre
12	Technical, dress and theatre-based rehearsals	To transfer the performance material from a studio space to a theatre setting. Students will undertake rehearsals in Pathway time as well as additional after school technical and dress rehearsals
13	Show week	To complete final dress rehearsal in Pathway time and then perform in the two set showcase performance nights.

Week 9: Rehearsal of small group numbers

Week 10: To bring in selected costumes

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<p>Although this is not a formally assessment component of the Level 2 Tech Award, the following assessment outcomes are as follows:</p> <ul style="list-style-type: none"> • To undertake an audition scenario with their own appropriate, selected audition material • To build upon the skills set first introduced in Component 2 'Developing Skills and Techniques in the Performing Arts' – to be able to identify performance skills and analyse professional performing arts repertoire. • To explore the chosen musical repertoire independently through practical work and highlighting development by participating in the final Showcase performances • To be able to transfer skills developed within Component 1 and 2 into a vocational, practical performance context. • To be able to take on direction and apply this to performance work appropriately.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • To be able to transfer the skills from Component 1 and 2 into a range of performance styles (including diverse class pieces, whole cohort pieces and even small group numbers for those who are successful at auditioning material for these). • To be able to build on feedback given independently and improve work to a high standard.

OPTION SUBJECT

ART AND DESIGN (GCSE)

Y10



YEAR 10 GCSE FINE ART: Project 1: Skills Workshops

Dates of Study:	September 2025 – February 2026	Exam Board:	AQA
Assessments:	<p>Formative assessments occur during every lesson and are documented in students' assessment books. Verbal feedback during practical work, whole-class critique sessions, use of assessment criteria: Assessment objectives 1-4, consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections.</p> <p>Summative assessment occurs at identified points within the SOW and is documented using the department assessment sheet and AQA assessment objectives and added to students' assessment book. Working at grade is recorded on Bromcom.</p>	Qualification Code:	8202/C
		Tier:	N.A
Additional Information:	<p>A focus on working with materials, techniques and processes with lessons being delivered in the form of workshops. Teachers will assess students' knowledge and skills with each material and respond by planning appropriate interventions where skills are weaker/stronger than expected. It is the aim that students become confident in using different medias so that they can progress to a mastery level. Students will learn how to structure a GCSE project from beginning to end – they need to know this for both their coursework and NEA in Year 11. Teacher led project where assessment objectives are thoroughly explored with students learning how to make their own decisions/choices and take risks within their work. Marks submitted to AQA 31 May 2027.</p>		



VAD

Starting Points – Assumed Prior Learning

Consolidated through taught KS3 NC.	<p>Awareness <i>Knowledge and understanding</i></p> <p>Students should have followed the NC KS3 art program of study at their previous school. This should have included: the use of sketchbooks, journals and varied media to explore and record ideas and observations. Students should have gained proficiency with different media and techniques. Student should have been taught how to analyse and evaluate their own and other's work and learnt about art history and its' cultural context.</p>	<p>Ability & Application <i>Demonstrate Knowledge & Understanding</i></p> <p>Students should be able to demonstrate proficient skills and understanding, in terms of their technical skills using a variety of media, understanding of the formal elements, control and precision of these through application, and knowledge and awareness of historical and contemporary art. They should also be able to apply their knowledge and skills creatively, and thoughtfully by exploring experimentation, problem solving, intentionality and presentation.</p>

Sequence of Lesson Objectives – A selection of further work

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	A01 DEVELOP ideas through INVESTIGATIONS: Takashi Murakami, COLOUR formal elements.	To investigate the work of Murakami and produce a painted colour wheel in response to the source.
2	A01 DEVELOP ideas through INVESTIGATIONS: Takashi Murakami, COLOUR formal elements.	To investigate the work of Murakami and produce a painted colour wheel in response to the source.
3	A02 EXPLORE ideas, media experimentation: COLOUR and VALUES formal elements.	To explore and refine ideas, experimenting using primary colours to create secondary and tertiaries, tints and shades; to create 'disco balls' using oil pastel, watercolour, paint and coloured pencil mediums.
4	A02 EXPLORE ideas, media experimentation: COLOUR and VALUES formal elements.	To explore and refine ideas, experimenting using primary colours to create secondary and tertiaries, tints and shades; to create 'disco balls' using oil pastel, watercolour, paint and coloured pencil mediums.

Independent Study Plan

Week 1:
Create the formal elements concertina/accordion sketchbook.

Week 2:

5	A02 EXPLORE ideas, media experimentation: COLOUR and VALUES formal elements.	To explore and refine ideas, experimenting using primary colours to create secondary and tertiaries, tints and shades; to create 'disco balls' using oil pastel, watercolour, paint and coloured pencil mediums.
6	A02 EXPLORE ideas, media experimentation: COLOUR and VALUES formal elements.	To explore and refine ideas, experimenting using primary colours to create secondary and tertiaries, tints and shades; to create 'disco balls' using oil pastel, watercolour, paint and coloured pencil mediums.
7	A02 EXPLORE ideas, media experimentation: COLOUR and VALUES formal elements.	To explore and refine ideas, experimenting using primary colours to create secondary and tertiaries, tints and shades; to create 'disco balls' using oil pastel, watercolour, paint and coloured pencil mediums.
8	A01 INVESTIGATE and A02 EXPLORE: Kara Walker silhouettes, SHAPE formal elements.	To develop ideas investigating into the cut paper silhouettes by Kara Walker. Students to create a side profile and a Notan, concentrating on shape and proportions. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
9	A01 INVESTIGATE and A02 EXPLORE: Kara Walker silhouettes, SHAPE formal elements.	To develop ideas investigating into the cut paper silhouettes by Kara Walker. Students to create a side profile and a Notan, concentrating on shape and proportions. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
10	A01 INVESTIGATE and A02 EXPLORE: Kara Walker silhouettes, SHAPE formal elements.	To develop ideas investigating into the cut paper silhouettes by Kara Walker. Students to create a side profile and a Notan, concentrating on shape and proportions. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
11	A02 EXPLORE and A03 RECORD ideas and observations: Pointillism Pumpkins. FORM, formal elements.	To experiment with techniques and processes to create 3D pumpkin sculptures. To select media to render these, considering colour and tone, utilising the pointillism painting technique. Students to create observational chalk and charcoal studies observing the autumnal objects form.
12	A02 EXPLORE and A03 RECORD ideas and observations: Pointillism Pumpkins. FORM, formal elements.	To experiment with techniques and processes to create 3D pumpkin sculptures. To select media to render these, considering colour and tone, utilising the pointillism painting technique. Students to create observational chalk and charcoal studies observing the autumnal objects form.
ASSESSMENT 1: A01 INVESTIGATE and A02 EXPLORE		
13	A02 EXPLORE and A03 RECORD ideas and observations: Pointillism Pumpkins. FORM, formal elements.	To experiment with techniques and processes to create 3D pumpkin sculptures. To select media to render these, considering colour and tone, utilising the pointillism painting technique. Students to create observational chalk and charcoal studies observing the autumnal objects form.
14	A02 EXPLORE and A03 RECORD ideas and observations: Pointillism Pumpkins. FORM, formal elements.	To experiment with techniques and processes to create 3D pumpkin sculptures. To select media to render these, considering colour and tone, utilising the pointillism painting technique. Students to create observational chalk and charcoal studies observing the autumnal objects form.
15	A02 EXPLORE and A03 RECORD ideas and observations: Pointillism Pumpkins. FORM, formal elements.	To experiment with techniques and processes to create 3D pumpkin sculptures. To select media to render these, considering colour and tone, utilising the pointillism painting technique. Students to create observational chalk and charcoal studies observing the autumnal objects form.
16	A01 INVESTIGATE and A02 EXPLORE: Tim Burton FORM formal elements. Title, Images, Artist research experiments.	To develop ideas investigating into the illustration style of Tim Burton. Students to create a self-portrait and small clay head, concentrating on shape, form and proportions, communicating intentions and artist research responses.
17	A01 INVESTIGATE and A02 EXPLORE: Tim Burton FORM formal elements. Title, Images, Artist research experiments.	To develop ideas investigating into the illustration style of Tim Burton. Students to create a self-portrait and small clay head, concentrating on shape, form and proportions, communicating intentions and artist research responses.

Create a VALUES Takashi Murakami flower in any media.

Week 3:

Create a rendered gemstone observational study. COLOUR, VALUES.

Week 4:

Extended investigation into Victorian silhouette art, Kara Walker and the Japanese Notan technique. SHAPE.

Week 5:

Complete the COLOUR, VALUES and SHAPE pages in their concertina sketchbook.

Week 6:

Complete FORM pages in their concertina sketchbook.

Week 7:

Complete any outstanding artist

18	A01 INVESTIGATE and AO2 EXPLORE: Tim Burton FORM formal elements. Title, Images, Artist research experiments.	To develop ideas investigating into the illustration style of Tim Burton. Students to create a self-portrait and small clay head, concentrating on shape, form and proportions, communicating intentions and artist research responses.
19	A01 INVESTIGATE and AO2 EXPLORE: Tim Burton FORM formal elements. Title, Images, Artist research experiments.	To develop ideas investigating into the illustration style of Tim Burton. Students to create a self-portrait and small clay head, concentrating on shape, form and proportions, communicating intentions and artist research responses.
20	A01 INVESTIGATE and AO2 EXPLORE: Tim Burton FORM formal elements. Title, Images, Artist research experiments.	To develop ideas investigating into the illustration style of Tim Burton. Students to create a self-portrait and small clay head, concentrating on shape, form and proportions, communicating intentions and artist research responses.
21	A01 DEVELOP and AO3 RECORD ideas and observations: Emily Blincoe Flat Lay photography, COLOUR and SPACE formal elements.	To understand how the work of other artists can inform your ideas and inspire us to create original artwork. Artist images, artist analysis, your own experiments in the style of the artist. Recap on colour theory, pattern and tonal values.
22	A01 DEVELOP and AO3 RECORD ideas and observations: Emily Blincoe Flat Lay photography, COLOUR and SPACE formal elements.	To understand how the work of other artists can inform your ideas and inspire us to create original artwork. Artist images, artist analysis, your own experiments in the style of the artist. Recap on colour theory, pattern and tonal values.
23	A01 INVESTIGATE and AO2 EXPLORE: Laura Yager collage, SHAPE and SPACE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the collage technique in response to 'life and death' theme.
24	A01 INVESTIGATE and AO2 EXPLORE: Laura Yager collage, SHAPE and SPACE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the collage technique in response to 'life and death' theme.
25	A01 INVESTIGATE and AO2 EXPLORE: Laura Yager collage, SHAPE and SPACE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the collage technique in response to 'life and death' theme.
26	A01 INVESTIGATE and AO2 EXPLORE: Andrey Lukovnikon double exposure digital experimentation. SHAPE, SPACE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the double exposure digital technique in response to 'life and death' theme.
27	A01 INVESTIGATE and AO2 EXPLORE: Andrey Lukovnikon double exposure digital experimentation. SHAPE, SPACE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the double exposure digital technique in response to 'life and death' theme.
ASSESSMENT 2: A01 INVESTIGATE and AO2 EXPLOR, AO3 RECORD		
28	A01 DEVELOP and AO3 RECORD ideas and observations: Vincent Van Gogh, impasto TEXTURE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the impasto painting technique in response to 'life and death' theme.
29	A01 DEVELOP and AO3 RECORD ideas and observations: Vincent Van Gogh, impasto TEXTURE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the impasto painting technique in response to 'life and death' theme.
30	A01 DEVELOP and AO3 RECORD ideas and observations: Vincent Van Gogh, impasto TEXTURE formal elements.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists. To develop ideas investigating into the impasto painting technique in response to 'life and death' theme.
31	A01 INVESTIGATE, AO2 EXPLORE and A03 RECORD ideas and observations: Esra Roise enlarged mixed media study. SHAPE, TEXTURE, COLOUR, VALUES formal elements.	To create tests and experiments using different media and techniques inspired by Roise's work. To experiment preparing a textured background surface to create original and observational studies in response to the 'life and death' theme.

research and experiments.

Week 8:
Collect a range of primary sources to help inform and refine your project ideas.

Week 9:
Complete printing technique from developed own flat lay photographs. SPACE, COLOUR.

Week 10:
Complete SPACE pages in their concertina sketchbook.

Week 11:
Present the step-by-step process of creating double exposure ideas, from own flat lay photography.

Week 12:
Complete any outstanding artist research and experiments.

32	A01 INVESTIGATE, A02 EXPLORE and A03 RECORD ideas and observations: Esra Roise enlarged mixed media study. SHAPE, TEXTURE, COLOUR, VALUES formal elements.	To create tests and experiments using different media and techniques inspired by Roise's work. To experiment preparing a textured background surface to create original and observational studies in response to the 'life and death' theme.
33	A01 INVESTIGATE, A02 REFINE and A03 RECORD ideas and observations: Da Vinci grid method scaling, LINE and VALUES formal elements.	To experiment with techniques and processes to create detailed drawings, selecting media to render these. With a focus on proportions and detail through mark making techniques. Response to the 'life and death' theme, whilst demonstrating understanding of da Vinci's method and process.
34	A01 INVESTIGATE, A02 REFINE and A03 RECORD ideas and observations: Da Vinci grid method scaling, LINE and VALUES formal elements.	To experiment with techniques and processes to create detailed drawings, selecting media to render these. With a focus on proportions and detail through mark making techniques. Response to the 'life and death' theme, whilst demonstrating understanding of da Vinci's method and process.
35	A01 INVESTIGATE, A02 REFINE and A03 RECORD ideas and observations: Da Vinci grid method scaling, LINE and VALUES formal elements.	To experiment with techniques and processes to create detailed drawings, selecting media to render these. With a focus on proportions and detail through mark making techniques. Response to the 'life and death' theme, whilst demonstrating understanding of da Vinci's method and process.
36	A02 REFINE and A03 RECORD ideas and observations: To effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
37	A02 REFINE and A03 RECORD ideas and observations: To effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
38	A02 REFINE and A03 RECOR refining and recording ideas: Select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence of testing and experimenting with different media and artists styles, to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.
39	A02 REFINE and A03 RECOR refining and recording ideas: Select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence of testing and experimenting with different media and artists styles, to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.
40	A02 REFINE and A03 RECOR refining and recording ideas: Select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence of testing and experimenting with different media and artists styles, to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.
ASSESSMENT 3: A03 RECORD refining and recording ideas		
41	A02 REFINE and A04 PRESENT a personal response: Material exploration and maquette.	To be able to plan for creating a developed final outcome, in response to the 'life and death' theme; using your artist research, experiments and primary research as inspiration.
42	A02 REFINE and A04 PRESENT a personal response: Material exploration and maquette.	To be able to plan for creating a developed final outcome, in response to the 'life and death' theme; using your artist research, experiments and primary research as inspiration.
43	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
44	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
45	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
46	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.

Week 13:
Complete TEXTURE pages in their concertina sketchbook.

Week 14:
Complete LINE pages in their concertina sketchbook.

Week 15:
Annotate intentions and ideas and evaluate outcome of experiments.

Week 16:
Reflect on your final piece ideas, tests and experiments.

Week 17:
Evaluate final piece plan, maquette and media exploration.

Week 18:
AO4 continuation.

Week 19:
AO4 continuation.

47	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
48	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
49	A04 PRESENT Final outcome.	To be able to create a personal and meaningful final outcome that realises intentions and demonstrates understanding of the visual language.
50	A04 PRESENT Final outcome.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
ASSESSMENT 4: A04 PRESENT Final outcome.		

Week 20: Complete any outstanding tasks.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.</p>
Desired Outcomes for Most Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.</p>

YEAR 10 GCSE FINE ART: Component 1 Personal Investigation preparation

Dates of Study:	March 2026 – June 2026	Exam Board:	AQA
Assessments:	<p>Formative assessments occur during every lesson and are documented in students' assessment books. Verbal feedback during practical work, whole-class critique sessions, use of assessment criteria: Assessment objectives 1-4, consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. Summative assessment occurs at identified points within the SOW and is documented using the department assessment sheet and AQA assessment objectives and added to students' assessment book. Working at grade is recorded on Bromcom</p>	Qualification Code:	8202/C
		Tier:	N.A
Additional Information:	<p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. Further work: exhibition visit, artist workshop, observational studies and ideas of how they could link to the project as well as their year 10 skills workshop body of work.</p>		



VAD

Starting Points – Assumed Prior Learning

<p>Consolidated through taught KS3 NC and Skills Workshop project.</p>	<p>Awareness <i>Knowledge and understanding</i></p>	<p>Ability & Application <i>Demonstrate Knowledge & Understanding</i></p>
	<p>Students understand that art communicates ideas or feelings. Students are able to respond to starting points or themes (e.g. nature, portraiture). Students recognise that artwork exists in cultural, historical, or contemporary contexts. Students are familiar with some artists, designers, or craftspeople and their influences. Students have created mood boards or mind maps, have responded to the work of artists and have created written responses to artwork. Students know how to use visual elements (line, colour, tone, texture, form, etc.). Students have experience with a range of media and techniques: drawing (e.g. pencil, charcoal, pen), painting (e.g. watercolour, acrylic), collage, print, sculpture, and digital tools. Students are able to research and describe artists' work using key terms, tier 3 literacy and visual analysis, (e.g. composition, subject matter).</p>	<p>Students are able to develop an idea from a theme or brief. Students can apply media and techniques with control and confidence. Students can record from primary observations, photographs and imagination. Students can present their work logically and clearly in sketchbooks and on sheets. Students can recognise a project and understand the journey from idea to outcome. Students can work with a variety of media experiments. Students are familiar with observational drawing. Students can explain their process, ideas and creative decisions. Students can use subject specific language when writing about their own work and others. Students can reflect on their strengths and areas for improvement. Students understand the importance of artist influence and purposeful experimentation.</p>

Sequence of Lesson Objectives – A selection of further work

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	Work Experience Week	N/A.
2	Work Experience Week	N/A.
3	A01 INVESTIGATE, AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pencil. TONE, formal elements.	To develop ideas investigating into Cath Riley's hyper realistic style. Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values. Students to develop ways to communicate their contextual understanding and own evaluation of responses.

Independent Study Plan

Week 2:

Create a moodboard (which includes primary reference images), of their chosen 'life and death' sub theme.

4	A01 INVESTIGATE, AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pencil. TONE, formal elements.	To develop ideas investigating into Cath Riley's hyper realistic style. Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
5	A01 INVESTIGATE, AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pencil. TONE, formal elements.	To develop ideas investigating into Cath Riley's hyper realistic style. Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
6	A01 INVESTIGATE, AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pencil. TONE, formal elements.	To develop ideas investigating into Cath Riley's hyper realistic style. Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
7	A01 INVESTIGATE, AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pencil. TONE, formal elements.	To develop ideas investigating into Cath Riley's hyper realistic style. Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
8	AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pen. STIPPLING.	Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values through stippling. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
9	AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pen. STIPPLING.	Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values through stippling. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
10	AO2 EXPLORE and AO3 RECORD ideas and observations: Grid method scaling. Cath Riley, pen. STIPPLING.	Students to use the grid method to scale a researched image, in keeping with their 'life and death' theme, concentrating on shape and values through stippling. Students to develop ways to communicate their contextual understanding and own evaluation of responses.
11	AO3 RECORD ideas and observations: Enlarged hand-to-eye measuring observational chalk and charcoal drawings.	To explore techniques and processes to create enlarged chalk and charcoal observational studies; linking to their personal enquiry into the 'life and death' theme. Selecting media to render, considering colour and tone, shape and their use of line (mark making). Focusing on hyper realism drawing technique.
12	AO3 RECORD ideas and observations: Enlarged hand-to-eye measuring observational chalk and charcoal drawings.	To explore techniques and processes to create enlarged chalk and charcoal observational studies; linking to their personal enquiry into the 'life and death' theme. Selecting media to render, considering colour and tone, shape and their use of line (mark making). Focusing on hyper realism drawing technique.
ASSESSMENT 1: AO2 EXPLORE and AO3 RECORD		
13	AO3 RECORD ideas and observations: Enlarged hand-to-eye measuring observational chalk and charcoal drawings.	To explore techniques and processes to create enlarged chalk and charcoal observational studies; linking to their personal enquiry into the 'life and death' theme. Selecting media to render, considering colour and tone, shape and their use of line (mark making). Focusing on hyper realism drawing technique.
14	AO3 RECORD ideas and observations: Enlarged hand-to-eye measuring observational chalk and charcoal drawings.	To explore techniques and processes to create enlarged chalk and charcoal observational studies; linking to their personal enquiry into the 'life and death' theme. Selecting media to render, considering colour and tone, shape and their use of line (mark making). Focusing on hyper realism drawing technique.
15	AO3 RECORD ideas and observations: Enlarged hand-to-eye measuring observational chalk and charcoal drawings.	To explore techniques and processes to create enlarged chalk and charcoal observational studies; linking to their personal enquiry into the 'life and death' theme. Selecting media to render, considering colour and tone, shape and their use of line (mark making). Focusing on hyper realism drawing technique.

Week 3 and 4:

Create a coloured pencil, hyper realistic observational study, using one of their AO3 own photographs.

Week 5:

Extended investigation into Cath Riley, presenting this research in a meaningful way.

Week 6:

Create a contact sheet of own photography for chosen area of 'life and death' theme.

Week 7:

Extended investigation into Antoine Stevens, presenting this research in a meaningful way.

Week 8 & 9:

Complete any outstanding artist research and experiments.

Week 10:

Annotate intentions and ideas and evaluate outcome of experiments.

Week 11:

Present the step-by-step process of stencil making, from own photography.

16	A01 INVESTIGATE and A02 EXPLORE: Twan 87, Title, Images, Artist research experiments.	To develop ideas investigating into the painting style of Antoine Stevens. Students to prepare a background for an enlarged mixed media response, using their chosen own photography. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses.
17	A01 INVESTIGATE and A02 EXPLORE: Twan 87, Title, Images, Artist research experiments.	To develop ideas investigating into the painting style of Antoine Stevens. Students to prepare a background for an enlarged mixed media response, using their chosen own photography. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses.
18	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
19	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
20	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
21	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
22	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
ASSESSMENT 2: A01 INVESTIGATE AND A03 RECORD		
23	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
24	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
25	A02 EXPLORE and A03 RECORD ideas and observations: Twan 87 personal response.	To create an enlarged mixed media response, using their chosen own photography and developed ideas. Concentrating on shape, line, texture, space and colour. Communicating intentions and artist research responses. Exploring painting techniques and processes.
26	A02 EXPLORE and EXPERIMENT: Stencil making and spray-painting experimentation.	To understand how to create a stencil from their own photograph, then use this to create original artwork. To investigate spray painting technique and processes in response to chosen 'life and death' sub theme.
27	A02 EXPLORE and EXPERIMENT: Stencil making and spray-painting experimentation.	To understand how to create a stencil from their own photograph, then use this to create original artwork. To investigate spray painting technique and processes in response to chosen 'life and death' sub theme.
28	A02 EXPLORE and EXPERIMENT: Low relief cardboard experimentation.	To understand how to develop work from a stencil, using cardboard to explore texture and values, in response to chosen 'life and death' sub theme.

Week 12:
Complete any outstanding tasks.

29	AO2 EXPLORE and EXPERIMENT: Low relief cardboard experimentation.	To understand how to develop work from a stencil, using cardboard to explore texture and values, in response to chosen 'life and death' sub theme.
30	AO2 EXPLORE and EXPERIMENT: Low relief cardboard experimentation.	To understand how to develop work from a stencil, using cardboard to explore texture and values, in response to chosen 'life and death' sub theme.
ASSESSMENT 3: A04 MOCK EXAM RESPONSE		



Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.</p>
Desired Outcomes for Most Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.</p>

YEAR 10 GCSE FINE ART: Component 1: Personal investigation

Dates of Study:	June 2026 – December 2026	Exam Board:	AQA
Assessments:	<p>Formative assessments occur during every lesson and are documented in students' assessment books. Verbal feedback during practical work, whole-class critique sessions, use of assessment criteria: Assessment objectives 1-4, consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. Summative assessment occurs at identified points within the SOW and is documented using the department assessment sheet and AQA assessment objectives and added to students' assessment book. Working at grade is recorded on Bromcom</p>	Qualification Code:	8202/C
		Tier:	N.A
Additional Information:	<p>Marks are submitted via AQA by 31 May 2027</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>Further work: Exhibition visit, observational studies and ideas of how could link to project as well as Year 10 skills workshops.</p>		



VAD

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through Year 10 Units and KS3.	<p>Students understand that art communicates ideas or feelings. Students are able to respond to starting points or themes (e.g., nature, identity, contrast). Students recognise that artwork exists in cultural, historical, or contemporary contexts. Students are familiar with some artists, designers, or craftspeople and their influences Students have created mood boards or mind maps, have responded to the work of artists and have created written responses to artwork. Students know how to use visual elements (line, colour, tone, texture, form, etc.). Students have experience with a range of media and techniques: Drawing (e.g., pencil, charcoal), Painting (e.g., watercolour, acrylic), Collage, print, sculpture, or digital tools. Students are able to research and describe artists' work using key terms (e.g., composition, contrast, mood).</p>	<p>Students are able to develop an idea from a theme or brief. Students can apply media and techniques with control and confidence. Students can record from primary observations, photographs and imagination. Students can present their work logically and clearly in sketchbooks and on sheets. Students can present their work logically and clearly. Students can recognise a project and understand the journey from idea to outcome. Students can work with a variety of media experiments. Students are familiar with observational drawing. Students can explain their process, ideas and creative decisions. Students can use subject specific language when writing about their own work and others. Students can reflect on their strengths and areas for improvement. Students understand the importance of artist influence and purposeful experimentation.</p>

Sequence of Lesson Objectives – Building Knowledge & Skills October to December

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	A01 DEVELOP and AO3 RECORD Initial ideas: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
2	A01 DEVELOP and AO3 RECORD Initial ideas: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.

Independent Study Plan

Week 1: Complete two observational drawings linked to your theme.

3	A01 DEVELOP and A03 RECORD Initial ideas: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
4	A01 DEVELOP and A03 RECORD Initial ideas: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
5	A01 DEVELOP and A03 RECORD Initial ideas: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
6	A01 DEVELOP and A03 RECORD Primary research: Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
7	A01 DEVELOP and A03 RECORD Primary research: Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
8	A01 DEVELOP and A03 RECORD Primary research: Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
9	A01 DEVELOP and A03 RECORD Primary research: Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
10	A01 DEVELOP and A03 RECORD Primary research: Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
ASSESSMENT 1: INITIAL IDEAS AND PRIMARY RESEARCH		
11	A01 DEVELOP and A03 RECORD Artist research: Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
12	A01 DEVELOP and A03 RECORD Artist research: Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
13	A01 DEVELOP and A03 RECORD Artist research: Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
14	A01 DEVELOP and A03 RECORD Artist research: Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
15	A01 DEVELOP and A03 RECORD Artist research: Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
16	A02 REFINE and A03 RECORD Sheet Specific project focus: Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
17	A02 REFINE and A03 RECORD Sheet Specific project focus: Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
18	A02 REFINE and A03 RECORD Sheet Specific project focus: Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
ASSESSMENT 2: ARTIST RESEARCH AND PROJECT FOCUS		
19	A01 DEVELOP, A03 RECORD and A02 Refine: Primary research. Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.

Week 2: Complete your initial ideas sheet

Week 3: Collect primary sources linked to your theme.

Week 4: Create two experiments from your primary photographs

Week 5: Research 6 different artists for your project.

Week 6: Complete your artist experiments

Week 7: Collect any research linked to your specific project focus.

Week 8: Complete any outstanding artist research and experiments.

Week 9: Complete any outstanding artist research and experiments.

Week 10: Complete any outstanding artist research and experiments.

Week 11: Create an experiment combining two artist techniques

20	A01 DEVELOP, A03 RECORD and A02 Refine: Primary research. Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.
21	A01 DEVELOP, A03 RECORD and A02 Refine: Primary research. Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.
22	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
23	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
24	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
25	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
26	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
27	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
28	A01 DEVELOP and A02 REFINE Artist research: Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
ASSESSMENT 3: PRIMARY RESEARCH AND ARTIST RESEARCH		
29	A02 REFINE and A03 RECORD: Refining ideas: Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
30	A02 REFINE and A03 RECORD: Refining ideas: Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
31	A02 REFINE and A03 RECORD: Refining ideas: Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
32	A02 REFINE and A03 RECORD: Refining ideas: Evidence of testing/experimenting with different materials/artists work and combining	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.

Week 12: Create an experiment combining two artist techniques

Week 13: Create an experiment combining two artist techniques

Week 14: Final piece ideas and practice any techniques.

Week 15: Complete a sketch of your final piece, practice any techniques.

Week 16: Reflect on your final piece – what do you still need to do?

Week 17: Reflect on your final piece – what do you still need to do?

Week 18: Complete any outstanding tasks

Week 19: Complete any outstanding tasks

Week 20: Complete any outstanding tasks

	to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	
33	A02 REFINE and A03 RECORD: Refining ideas: Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
34	A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan. 3 x sketches of final piece idea Material tests, Experiments.	To understand how to plan a final piece in response to your project theme.
35	A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan. 3 x sketches of final piece idea Material tests, Experiments.	To understand how to plan a final piece in response to your project theme.
36	A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan. 3 x sketches of final piece idea Material tests, Experiments.	To understand how to plan a final piece in response to your project theme.
37	A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan. 3 x sketches of final piece idea Material tests, Experiments.	To understand how to plan a final piece in response to your project theme.
ASSESSMENT 4: REFINING IDEAS AND FINAL PIECE		
38	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research, experiments and primary research as inspiration.
39	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.
40	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.
41	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.
42	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.
43	A04 PRESENT Final outcome.	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.
44	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
45	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
46	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
47	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
48	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
49	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
50	Completion of any outstanding tasks.	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.
ASSESSMENT 5: FINAL OUTCOME AND FINAL PROJECT GRADE		

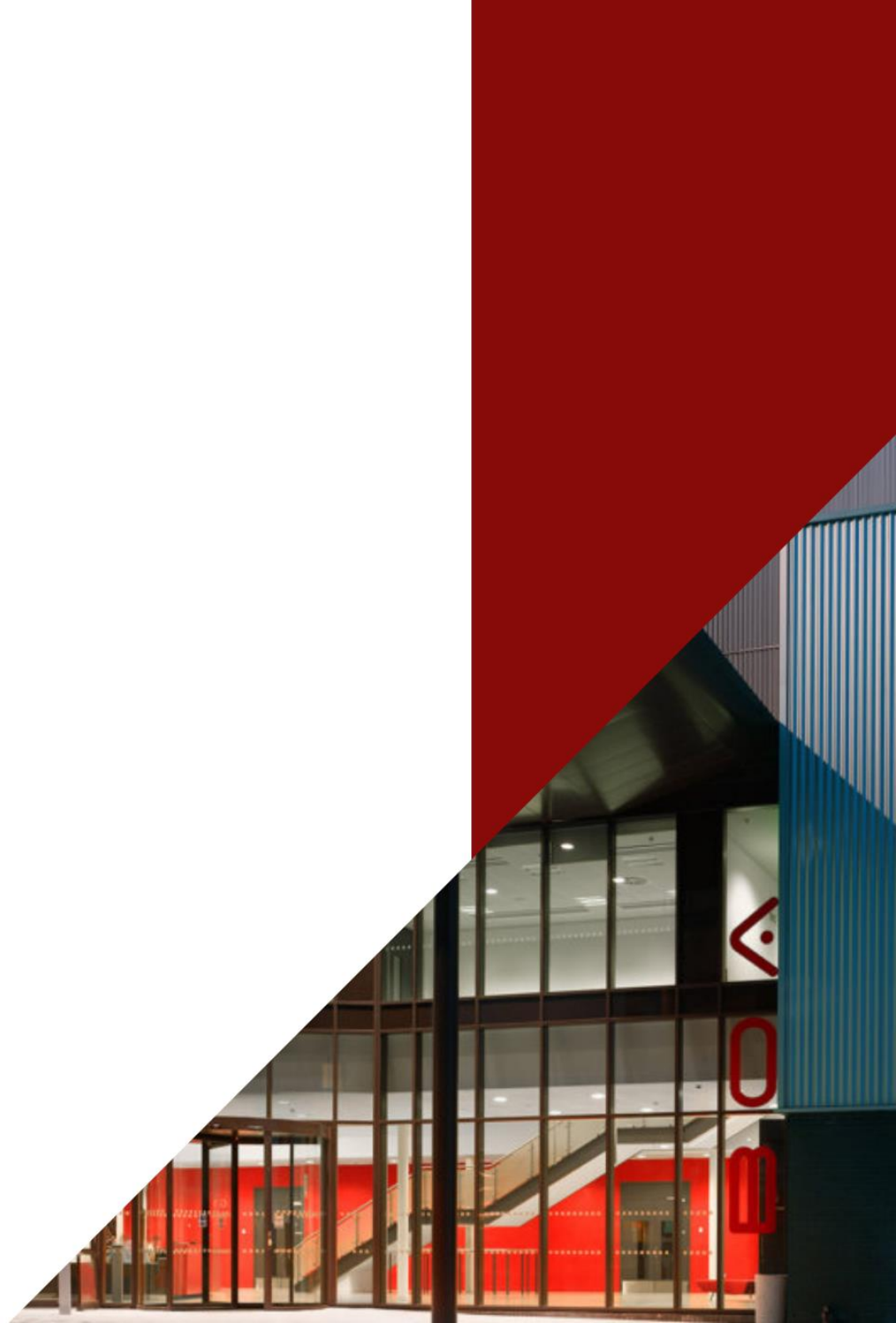
--

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.</p>
Desired Outcomes for Most Students	<p>A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.</p> <p>A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p> <p>A03 RECORD ideas, observations and insights relevant to intentions as work progresses. A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language. A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.</p>

OPTION SUBJECT

**DANCE
(GCSE)**

Y10



Y- LEARNING MAP

Dates of Study:	Term 1	Exam Board:	AQA
Assessments:	Introduction to GCSE Dance and skills	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to key skills	Can you define; Stamina? Alignment? Extension? How can you apply your understanding of these skills to exercises? Why might these physical skills be important to your performance of exercises?
.2	Introduction to Dance Appreciation and Terminology	Lesson 1 Theory (Intro/ Writing Movement Examples) How do I write a detailed movement example?
.3	Introduction to key skills	Can you define; Posture? Strength? Extension? Flexibility? How can you apply your understanding of these skills to exercises? Why might these physical skills be important to your performance of exercises?
.4	Introduction to Dance Appreciation and Terminology	Lesson 2 (Physical Skills Quiz/ Writing Movement Examples linking to class exercises) Which key skills are used in our class technique exercises?
.5	Introduction to key skills	Can you define; Facial Expressions? Focus/ Eyeline? Projection? Musicality? Spatial Awareness? How can you apply your understanding of these skills to exercises? Why might these expressive skills be important to your performance of exercises?
.6	Introduction to Dance Appreciation and Terminology	Lesson 3 (Expressive Skills Quiz/ how to improve skills) How can we use Mental Skills to improve our performance in Dance?
.7	Introduction to key skills	Can you define; Physical Skills? Expressive Skills? Mental Skills? How can you apply your understanding of these skills to exercises? Why might physical and expressive skills be important to your performance of exercises?
.8	Introduction to Dance Appreciation and Terminology	Lesson 4 (Term 1 review and brief Introduction to A Linha Curva) What are my main strengths and areas for improvement in my Dance work?
.9	Introduction to key skills	Can you define; Physical Skills? Expressive Skills? Mental Skills? How can you apply your understanding of these skills to exercises? Why might physical and expressive skills be important to your performance of exercises?
.10	Introduction to key skills	Can you define; Physical Skills? Expressive Skills? Mental Skills? How can you apply your understanding of these skills to exercises? Why might physical and expressive skills be important to your performance of exercises?

Independent Study Plan

Week 1:

Consolidation of skills and watch the following video clip:
'Cry me a river' by Andrew Winghart-
<https://www.youtube.com/watch?v=-I-SE6Q9Le0> and make notes on 3 different actions and 2 different physical skills.

Week 2:

Consolidation of skills and watch the video clip: 'The Mad Hatter's Tea Party' ZooNation Dance Company 2017-
<https://www.youtube.com/watch?v=HcBs4RxuBUw> and make notes on 3 different actions and 2 different expressive skills.

Week 3:

Write a paragraph to answer the following question: What have you learnt about in GCSE Dance lessons this term? Using sentence starters.

Week 4

Ensure all tasks are completed and up to date in term 1 booklet.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">To learn and perform movement taken directly from the set works.To develop the set movement using a range of choreographic devices.To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context.To demonstrate the set motifs taken directly from AQA.To apply and refine a range of technical and expressive skills throughout performance.To be able to demonstrate a solo performance and a duet or trio composition.To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	<ul style="list-style-type: none">To evaluate and reflect upon own performance in order to improve skills.To compose movement in response to the motifs taught using a range of choreographic devices.To explain and demonstrate a range of skills for effective performance.To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 2	Exam Board:	AQA
Assessments:	Set Phrases and 'A Linha Curva'	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Practical Lesson: Set Phrase 1- Introduce Technical Skills Introduction to 'A Linha Curva'	Can you define Technical Skills? How can you apply your understanding of Technical Skills to exercises and motifs? What is the stimulus of 'A Linha Curva'? How do we see this Stimulus in key Motifs?
.2	Introduction to Dance Appreciation and Terminology	Introduction to A Linha Curva: What is the Stimulus and Choreographic Intent of 'A Linha Curva'?
.3	Practical Lesson: Continued Set Phrase 1 development 'A Linha Curva' Stimulus and Intention/ exploration of motifs	Can you define Technical Skills? How can you apply your understanding of Technical Skills to exercises and motifs? What is choreographic intent of 'A Linha Curva'? How do we see this Stimulus in key Motifs?
.4	Introduction to Dance Appreciation and Terminology	GCSE Dance Set Phrases: Which key skills are required in my performance of the Set Phrases?
.5	Introduction to key skills	Can you define Technical Skills? How can you apply your understanding of Technical Skills to exercises and motifs? How does the use of aural setting contribute to the choreographic intent of 'A Linha Curva'?
.6	Introduction to Dance Appreciation and Terminology	A Linha Curva: How are lighting and staging used to convey the choreographic intent of 'A Linha Curva'?
.7	Introduction to key skills	Can you define Technical Skills? How can you apply your understanding of Technical Skills to exercises and motifs? How does the use of lighting contribute to the choreographic intent of 'A Linha Curva'?
.8	Introduction to Dance Appreciation and Terminology	Can you define Technical Skills? How can you apply your understanding of Technical Skills to exercises and motifs? What is the stimulus of 'A Linha Curva'? How do we see this Stimulus in key Motifs?

Independent Study Plan

Week 1:

Record yourself performing one of the AQA Set Phrases. Watch your video and write a short evaluation (150-200 words) on:
Accuracy of actions, dynamics, space, and relationships (if relevant)
Areas you feel confident in
Specific targets for improvement

Week 2:

Research A Linha Curva using your notes and the AQA anthology resources. Create a mind map or poster

Week 3:

Answer the following exam-style question in approx. 150 words:
"Describe how the choreographic intention of A Linha Curva is communicated through movement, costume or lighting."

Week 4

Ensure all tasks are completed and up to date in term 2 booklet.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">To learn and perform movement taken directly from the set works.To develop the set movement using a range of choreographic devices.To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context.To demonstrate the set motifs taken directly from AQA.To apply and refine a range of technical and expressive skills throughout performance.To be able to demonstrate a solo performance and a duet or trio composition.To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	<ul style="list-style-type: none">To evaluate and reflect upon own performance in order to improve skills.To compose movement in response to the motifs taught using a range of choreographic devices.To explain and demonstrate a range of skills for effective performance.To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 3	Exam Board:	AQA
Assessments:	Practical performance Duet/ Trio Choreography and 'Shadows'	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Duet/Trio and Shadows	What is the Choreographic Intent of 'Shadows'? Where is this evident in key motifs? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'Shadows' and the Duet/ Trio Choreography?
.2	Introduction to Dance Appreciation, Terminology and Shadows	What is the Stimulus and Choreographic Intent of 'Shadows'?
.3	Introduction to Duet/Trio and Shadows	What is the Choreographic Approach used in 'Shadows'? How does this link back to the Choreographic Intention of the piece? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'Shadows' and the Duet/ Trio Choreography?
.4	I Introduction to Dance Appreciation, Terminology and Shadows	How are Costume and Aural Setting used in 'Shadows'?
.5	Introduction to Duet/Trio and Shadows	How are costume and aural setting used in 'Shadows'? How does this link back to the Choreographic Intention of the piece? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'Shadows' and the Duet/ Trio Choreography?
.6	Introduction to Dance Appreciation, Terminology and Shadows	Which key skills are required in my performance of the Duet/ Trio?
.7	Introduction to Duet/Trio and Shadows	How are aural setting and staging/ set setting used in 'Shadows'? How does this link back to the Choreographic Intention of the piece? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'Shadows' and the Duet/ Trio Choreography?
.8	Introduction to Duet/Trio and Shadows	Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'Shadows' and the Duet/ Trio Choreography?

Independent Study Plan

Week 1:

Independent Learning/ Homework Task: Students will be given a worksheet to complete based on researching Christopher Bruce and picking out key actions and expressive skills demonstrated in the video clip of 'Shadows'.

<https://www.youtube.com/watch?v=UDXcetH7ZpM>

Week 2:

Students will complete a worksheet based on planning out their choreography which will be developed over the next few weeks (this could be a storyboard/ mind map/ notes ect).

Week 3:

Watch the 'Shadows' Interview video and make notes based on key points regarding the creative process-
https://www.youtube.com/watch?v=_2DDKCoU-8s

Week 4

Ensure all tasks are completed and up to date in term 3 booklet.

Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<p>To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers</p>
<p>Desired Outcomes for Most Students</p>	<p>To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.</p>

Y- LEARNING MAP

Dates of Study:	Term 4	Exam Board:	AQA
Assessments:	Emancipation of Expressionism and Show Rehearsals	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Emancipation of expressionism and Show rehearsals	What is the Choreographic Intent of 'E of E'? Where is this evident in key motifs? Can you effectively apply key physical, technical, expressive, and mental skills to motifs from 'E of E' and showcase piece choreography?
.2	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 1 Theory (Intro/ Writing Movement Examples) How do I write a detailed movement example?
.3	Introduction to Emancipation of expressionism and Show rehearsals	Can you effectively apply key physical, technical, expressive, and mental skills to showcase piece choreography? How is costume used in of 'E of E'? How does this enhance our appreciation of the Choreographic Intent?
.4	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 2 (Physical Skills Quiz/ Writing Movement Examples linking to class exercises) Which key skills are used in our class technique exercises?
.5	Introduction to Emancipation of expressionism and Show rehearsals	What is the Choreographic Approach of 'E of E'? Where is this evident in key motifs? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'E of E' and showcase piece choreography?
.6	I Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 3 (Expressive Skills Quiz/ how to improve skills) How can we use Mental Skills to improve our performance in Dance?
.7	Introduction to Emancipation of expressionism and Show rehearsals	How is lighting used in of 'E of E'? How does this enhance our appreciation of the Choreographic Intent? Can you effectively apply key physical, technical, expressive, and mental skills to motifs from 'E of E' and showcase piece choreography?

Independent Study Plan

Week 1:

Complete the worksheet attached to the Teams assignment. This will require students to research Kenrick Sandy and 'Emancipation of Expressionism'. (Developing their knowledge of the background of the piece).

Week 2:

Students will be directed to the following video link via Teams. They will watch the vide and make notes based on this on the sheet attached, in preparation to discuss this next lesson-

https://www.youtube.com/watch?v=nUgg_C-J5KQ

(Documentary clip based on 'Emancipation of Expressionism').

Week 3:

Students will read the articles attached and answer the questions based on the origin of Hip Hop/ Street Dance. This will support their understanding of Dance styles featured in 'Emancipation of Expressionism'.

.8	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 4 (Term 1 review and brief Introduction to A Linha Curva) What are my main strengths and areas for improvement in my Dance work?
----	---	--

<https://www.bbc.co.uk/programmes/articles/5CWQyWXZ4p7hr6NxG2L5qG9/the-history-of-hip-hop-dance>
https://dance.lovetoknow.com/History_of_Hip_Hop_Dance
Week 4
 Ensure all tasks are completed and up to date in term 1 booklet.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 4	Exam Board:	AQA
Assessments:	Emancipation of Expressionism and Show Rehearsals	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Emancipation of expressionism and Show rehearsals	What is the Choreographic Intent of 'E of E'? Where is this evident in key motifs? Can you effectively apply key physical, technical, expressive, and mental skills to motifs from 'E of E' and showcase piece choreography?
.2	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 1 Theory (Intro/ Writing Movement Examples) How do I write a detailed movement example?
.3	Introduction to Emancipation of expressionism and Show rehearsals	Can you effectively apply key physical, technical, expressive, and mental skills to showcase piece choreography? How is costume used in of 'E of E'? How does this enhance our appreciation of the Choreographic Intent?
.4	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 2 (Physical Skills Quiz/ Writing Movement Examples linking to class exercises) Which key skills are used in our class technique exercises?
.5	Introduction to Emancipation of expressionism and Show rehearsals	What is the Choreographic Approach of 'E of E'? Where is this evident in key motifs? Can you effectively apply key physical, technical, expressive and mental skills to motifs from 'E of E' and showcase piece choreography?
.6	I Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 3 (Expressive Skills Quiz/ how to improve skills) How can we use Mental Skills to improve our performance in Dance?
.7	Introduction to Emancipation of expressionism and Show rehearsals	How is lighting used in of 'E of E'? How does this enhance our appreciation of the Choreographic Intent? Can you effectively apply key physical, technical, expressive, and mental skills to motifs from 'E of E' and showcase piece choreography?

Independent Study Plan

Week 1:

Complete the worksheet attached to the Teams assignment. This will require students to research Kenrick Sandy and 'Emancipation of Expressionism'. (Developing their knowledge of the background of the piece).

Week 2:

Students will be directed to the following video link via Teams. They will watch the vide and make notes based on this on the sheet attached, in preparation to discuss this next lesson-

https://www.youtube.com/watch?v=nUgg_C-J5KQ

(Documentary clip based on 'Emancipation of Expressionism').

Week 3:

Students will read the articles attached and answer the questions based on the origin of Hip Hop/ Street Dance. This will support their understanding of Dance styles featured in 'Emancipation of Expressionism'.

.8	Introduction to Dance Appreciation, terminology and Emancipation of expressionism and Show rehearsals	Lesson 4 (Term 1 review and brief Introduction to A Linha Curva) What are my main strengths and areas for improvement in my Dance work?
----	---	--

<https://www.bbc.co.uk/programmes/articles/5CWQyWXZ4p7hr6NxG2L5qG9/the-history-of-hip-hop-dance>
https://dance.lovetoknow.com/History_of_Hip_Hop_Dance
Week 4
 Ensure all tasks are completed and up to date in term 1 booklet.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 6	Exam Board:	AQA
Assessments:	Artificial Things and Mock Exam Preparation	Qualification Code:	8236
		Tier:	
Additional Information:			



Dance

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Artificial Things and Mock Exam Preparation	How are Choreographic Approaches used to convey the Choreographic Intent behind StopGap's 'Artificial Things'? How can we explore this through movement ideas?
.2	Introduction to Dance Appreciation, Terminology and Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What is the Choreographic Intent of 'Artificial Things'?
.3	Introduction to Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What do they aim to achieve? What is the Choreographic Intent of 'Artificial Things'? Which Choreographic Approaches are used in 'Artificial Things'?
.4	Introduction to Dance Appreciation, Terminology and Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What is the Choreographic Intent of 'Artificial Things'? What is the lighting and staging/set used in Artificial Things?
.5	Introduction to Artificial Things and Mock Exam Preparation	How are Choreographic Approaches used to convey the Choreographic Intent behind StopGap's 'Artificial Things'? How can we explore this through movement ideas?
.6	Introduction to Dance Appreciation, Terminology and Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What is the Choreographic Intent of 'Artificial Things'? What is the costume used in Artificial Things?
.7	Introduction to Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What do they aim to achieve? What is the Choreographic Intent of 'Artificial Things'? Which Choreographic Approaches are used in 'Artificial Things'?
.8	Introduction to Dance Appreciation, Terminology and Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What is the Choreographic Intent of 'Artificial Things'?
.9	Introduction to Artificial Things and Mock Exam Preparation	Who are StopGap Dance Company? What do they aim to achieve? What is the Choreographic Intent of 'Artificial Things'? Which Choreographic Approaches are used in 'Artificial Things'?
.10	Mock feedback	What went well within my mock examination? What requires further revision in the GCSE Dance examination?

Independent Study Plan

Week 1:
6-12 Mark Exam Questions

Week 2:
Revision- Practical and Theory

Week 3:
Revision- Practical and Theory

Week 4
Ensure all tasks are completed and up to date in term 6 booklet.

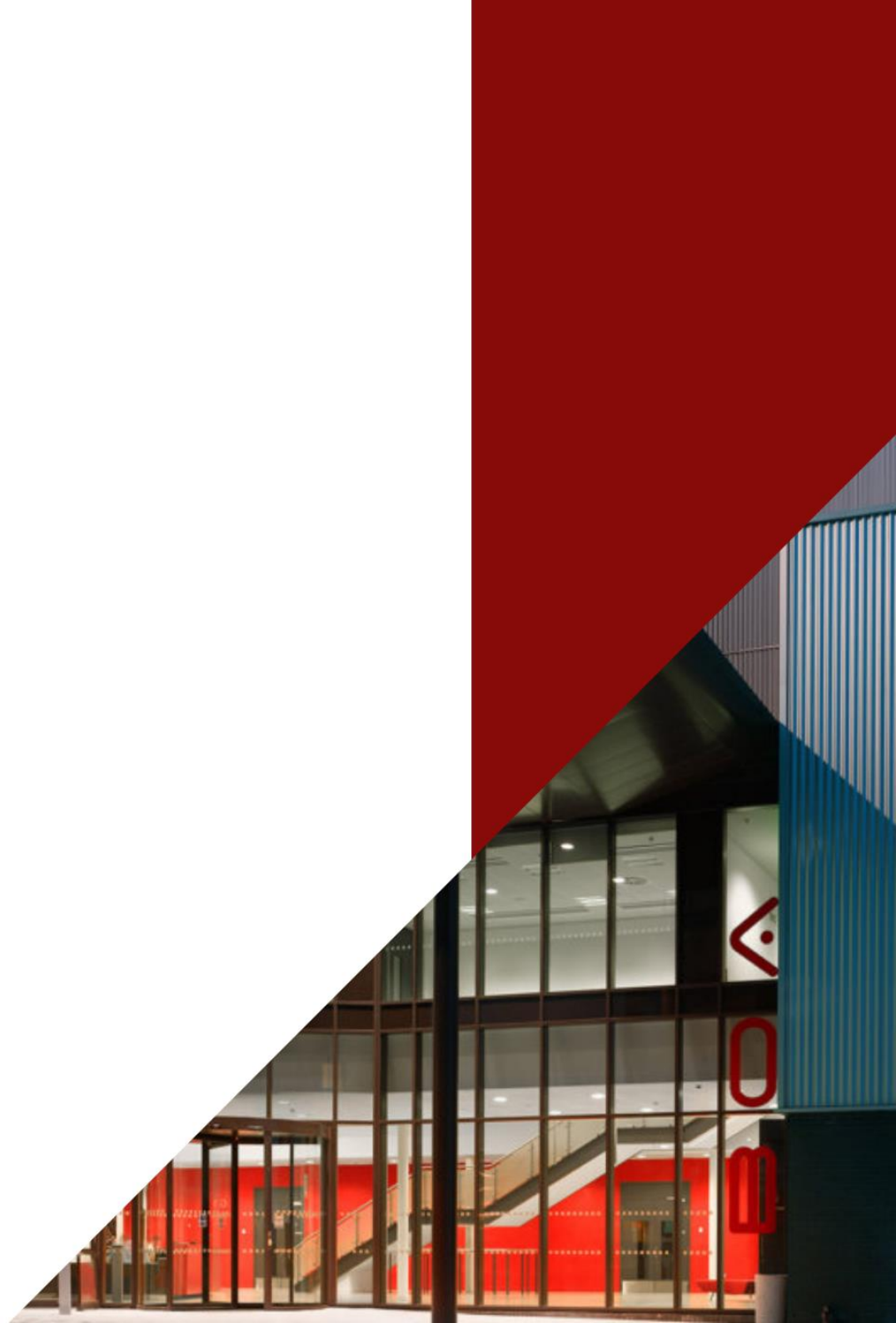
Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<p>To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers</p>
<p>Desired Outcomes for Most Students</p>	<p>To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.</p>

OPTION SUBJECT

**FRENCH
(GCSE)**

Y10



Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 1: Identity and relationships with others.



FRENCH

Dates of Study:	Half Term 1 – 8 weeks	Exam Board:	AQA
Assessments:	Verb tests and End of Unit 1 assessment	Qualification Code:	8652
		Tier:	F/H
Additional Information:	In the first half term, more focus will be given to the consolidation of basic grammar points and vocabulary seen at Key Stage 3, to ensure all students can progress smoothly into the main parts of the GCSE course.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> • Word gender • Definite/indefinite articles • Numbers • Basic phonics 	<ul style="list-style-type: none"> • Recognise common irregular feminine and plural words • Telling the time • Saying when your birthday is

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Qui suis-je?	Introducing myself (age, birthday, basic details)
.2	Ma personnalité	Describing someone's personality; the present tense of –ER, -IR, -RE verbs; adjectival agreement
.3	Voici ma famille	Using reflexive verbs in the present tense; talking about relationships with family members
.4	Mon futur et moi	The future tense of regular –ER verbs
.5	La famille de nos jours	Understanding different types of families; using comparisons
.6	Mes amis, c'est ma vie	Describing your friends and your best friend; The present participle of regular verbs

Independent Study Plan

Independent Study 1: Practise using the present tense of regular verbs
Independent Study 2: Practise using the present tense of common irregular verbs
Independent Study 3: Practise using reflexive verbs
Independent Study 4: - Practise using the future tense
Independent Study 5: - Practise describing photos

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> • Be able to pronounce main French phonemes • Be able to conjugate regular –ER, -IR and –RE verbs in the present tense • Be able to agree regular adjectives • Be able to use reflexive verbs in the present tense • Be able to form regular comparisons of adjectives • Be able to conjugate regular verbs in the simple future tense • Be able to talk about oneself, family, friendships and relationships • Be able to describe the main details of a photo
Desired Outcomes for Most Students	<ul style="list-style-type: none"> • Be able to use irregular verbs in the present tense • Be able to use irregular comparative adjectives • Be able to use specific negative structures (e.g. ne...aucune)

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 2: Healthy living and lifestyle.



FRENCH

Dates of Study:	Half Term 2 – 7 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 2 assessment	Qualification Code:	8652
		Tier:	F/H
Additional Information:	Exam skills will also be covered in this unit; in particular, students will continue to develop an understanding of how to describe photos (speaking and writing exam).		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Basic vocabulary on food/drinks Common irregular verbs Plural nouns Giving opinions 	<ul style="list-style-type: none"> Talk about food/drinks you like and dislike Being able to use the <i>passé composé</i> with <i>avoir</i> to talk about recent meals Using appropriate time phrases

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	On mange!	Talking about food, drinks, meals; using negative sentences
.2	J'ai mal...	Describing health problems and addictions; using the near future tense
.3	Mon mode de vie	Discussing lifestyle choices and habits; using the interrogative adjective <i>quel</i> ; using the imperative form
.4	Mes projets "bonne santé"	Talking about healthy choices; using <i>avant de + infinitive</i> ; using 2 tenses together (present and future)
.5	Hier, j'ai....	Talking about recent activities; using the perfect tense of regular verbs with <i>avoir</i> ; using indirect object pronouns
.6	Comment rester en bonne santé?	Talking about the challenges of a healthy lifestyle

Independent Study Plan

- Independent Study 1:** Practise using negative phrases
- Independent Study 2:** Practise using the near future tense
- Independent Study 3:** Practise using 2 past and future together
- Independent Study 4:** - Practise using the imperative tense and the impersonal form
- Independent Study 5:** - Practise describing photos

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to talk about food preferences Be able to use negative phrases Be able to discuss your healthy choices Be able to use the near future tense Be able to discuss your lifestyle and healthy/unhealthy choices Be able to understand/give advice Be able to use two tenses together Be able to use impersonal expressions followed by an infinitive
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use the imperative to give commands Be able to use indirect object pronouns in the perfect tense (<i>passé composé</i>) Be able to use irregular present participles

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 2: Healthy living and lifestyle.



FRENCH

Dates of Study:	Half Term 2 – 7 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 2 assessment	Qualification Code:	8652
		Tier:	F/H
Additional Information:	Exam skills will also be covered in this unit; in particular, students will continue to develop an understanding of how to describe photos (speaking and writing exam).		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Basic vocabulary on food/drinks Common irregular verbs Plural nouns Giving opinions 	<ul style="list-style-type: none"> Talk about food/drinks you like and dislike Being able to use the <i>passé composé</i> with <i>avoir</i> to talk about recent meals Using appropriate time phrases

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	On mange!	Talking about food, drinks, meals; using negative sentences
.2	J'ai mal...	Describing health problems and addictions; using the near future tense
.3	Mon mode de vie	Discussing lifestyle choices and habits; using the interrogative adjective <i>quel</i> ; using the imperative form
.4	Mes projets "bonne santé"	Talking about healthy choices; using <i>avant de + infinitive</i> ; using 2 tenses together (present and future)
.5	Hier, j'ai....	Talking about recent activities; using the perfect tense of regular verbs with <i>avoir</i> ; using indirect object pronouns
.6	Comment rester en bonne santé?	Talking about the challenges of a healthy lifestyle

Independent Study Plan

Independent Study 1: Practise using negative phrases
Independent Study 2: Practise using the near future tense
Independent Study 3: Practise using 2 past and future together
Independent Study 4: - Practise using the imperative tense and the impersonal form
Independent Study 5: - Practise describing photos

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to talk about food preferences Be able to use negative phrases Be able to discuss your healthy choices Be able to use the near future tense Be able to discuss your lifestyle and healthy/unhealthy choices Be able to understand/give advice Be able to use two tenses together Be able to use impersonal expressions followed by an infinitive
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use the imperative to give commands Be able to use indirect object pronouns in the perfect tense (<i>passé composé</i>) Be able to use irregular present participles

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 3: Education and work



FRENCH

Dates of Study:	Half Term 3 – 6 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 3 assessment	Qualification Code:	8652
		Tier:	F/H
Additional Information:	Students will continue to develop exam skills whilst content is being covered. Reading exam-style questions, as well as listening tasks, mirror the type of questions students will see in exams.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Vocabulary on stationery Vocabulary on colours Numbers Irregular feminine nouns 	<ul style="list-style-type: none"> Recognise infinitives and basic adjectives to give opinions Talk about relationships with teachers and classmates Using "je voudrais" as a basic form of the conditional tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Mon collège	Be able to describe your school and facilities; understand the French school system
.2	Ma matière préférée	Be able to express opinions on school subjects, timetable and teachers
.3	Les règles scolaires	Using <i>pouvoir</i> and <i>devoir</i> to talk about rules at school; use ordinal numbers
.4	Lycée et université	Be able to talk about options at post-16; reinforce the use of negative phrases
.5	L'école de mes rêves	Be able to describe your dream school; using the conditional tense of regular –ER verbs
.7	Quel métier pour toi?	Describing jobs; talking about qualities needed to do different jobs
.8	Mon métier créatif	Discuss jobs in the creative industry; using <i>il y a</i> and <i>il y aura</i> and indefinite adjectives (other, several, a few...)
.9	Mon stage en entreprise	Be able to describe your work experience, using the <i>passé composé</i> ; using the <i>progressive form</i> with <i>être en train de + infinitive</i>

Independent Study Plan

- Independent Study 1:** Practise using the present tense of modal verbs
- Independent Study 2:** Practise using the conditional tense of regular verbs
- Independent Study 3:** Practise using multiple verbs next to each other
- Independent Study 4:** - Practise using the progressive form

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to discuss advantages and disadvantages of your school and to talk about school rules and whether you agree with them or not Be able to talk about your favourite aspects of school and about teachers and to discuss post-16 options and make plans Be able to understand advantages and disadvantages of different post-16 options Be able to use the conditional tense to talk about your ideal school Be able to discuss jobs in the creative industries and acknowledge positive and negative aspects of these Be able to describe a photo in detail
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to compare the English school system with the French school system Be able to discuss the validity of going to university Be able to use the superlative of adjectives Be able to use <i>if clauses</i>

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 4: Free time activities



FRENCH

Dates of Study:	Half term 5 & 6 – 7 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 4 assessment	Qualification Code:	8652
		Tier:	F/H
Additional Information:	Students will continue to develop exam skills whilst content is being covered. Reading exam-style questions, as well as listening tasks, mirror the type of questions students will see in exams.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Vocabulary on sports/leisure Vocabulary on Irregular feminine nouns 	<ul style="list-style-type: none"> Recognise infinitives and basic adjectives to give opinions Talk about relationships with teachers and classmates Using "je voudrais" as a basic form of the conditional tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Qu'est-ce que tu aimais faire?	Be able to talk about leisure and sport; forming adverbs; using the imperfect tense of regular verbs.
.2	Le week-end dernier	Be able to discuss leisure activities in the past; use the passé composé with irregular past participles
.3	Télé, cinéma, musique	Discuss your taste in TV, cinema and music; use reflexive pronouns in the correct position; use reflexive verbs in the present tense (plural form)
.4	Sport ou musique?	Discuss plans for leisure activities; reinforce the use of the partitive article; revise the near future tense
.5	En voyage	Discuss leisure activities around the world; using prepositions with places; use the perfect tense with <i>être</i>
.7	Le sport, c'est ma passion!	Talk about extreme sports; agree direct object pronouns; use modal verbs in the passé composé

Independent Study Plan

- Independent Study 1:** Practise using the present tense of modal verbs
- Independent Study 2:** Practise using the conditional tense of regular verbs
- Independent Study 3:** Practise using multiple verbs next to each other
- Independent Study 4:** - Practise using the progressive form

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to discuss leisure activities in detail Be able to talk about what hobbies you used to do as a child, using the imperfect tense Be able to discuss leisure activities in the past Be able to talk about what you like to watch, listen to and discuss popular genres of films/music Be able to discuss more extreme sports Be able to use modal verbs in the passé composé Be able to use the passé composé of "DR MRS VANDERTRAMP" verbs Be able to take part in a role-play
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use the liaison Be able to discuss the validity of going to university Be able to use the superlative of adjectives Be able to use <i>if clauses</i>

Year 10 - LEARNING MAP – THEME 2: People and lifestyle – Unit 5: Customs, festivals and celebrations



FRENCH

Dates of Study:	Half term 6 – 7 weeks	Exam Board:	AQA
Assessments:	End of unit 5, mock examination (2 papers: reading and writing)	Qualification Code:	8652
		Tier:	F/H
Additional Information:	During this half term, revision lessons will also be provided to support students with their mock examinations.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Days, months, numbers Question words Vocabulary on music and food and vocabulary on clothes Common time phrases 	<ul style="list-style-type: none"> Using the passé composé Using the near future tense and simple future tense of regular verbs Describing photos Taking part in role-plays

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Les journées spéciales	Talk about customs and celebrations around the Francophone countries; using question words and the subject-verb inversion method to form questions
.2	Bon anniversaire!	Talking about birthdays and other special occasions; using direct object pronouns (<i>me, te, vous, le, la</i>); consolidate the use of <i>c'est</i> and <i>il y a</i>
.3	On a fait la fête!	Discuss recent festivals; practise the use of the passé composé with both <i>être</i> and <i>avoir</i>
.4	Les fêtes dans le passé et à l'avenir	Describe past and future festivals
.5	Je faisais la fête comme ça	Discuss popular celebrations in the past; using the imperfect tense; using <i>y</i> and <i>en</i>
.6	On y va, au festival?	Plan a trip to a festival; using relative clauses; using the simple future tense of irregular verbs; consolidate the use of superlatives

Independent Study Plan

- Independent Study 1:** Practise forming questions
- Independent Study 2:** Practise using direct object pronouns
- Independent Study 3:** Practise using the passé composé
- Independent Study 4:** Practise using the imperfect tense
- Independent Study 5:** Practise using the simple future tense

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to talk about festivals and your favourite family celebration Be able to understand direct object pronouns Be able to use definite articles accurately Be able to use <i>c'est</i> and <i>il y a</i> correctly Be able to use the passé composé to describe what you did at a past festival Be able to use 3 tenses together Be able to form the imperfect tense of regular verbs Be able to use question words and form questions using different methods Be able to use the future tenses to plan a trip to a festival
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use direct object pronouns Be able to use irregular plural nouns Be able to use the imperfect tense of irregular verbs Be able to use <i>y</i> and <i>en</i> Be able to use <i>qui, que, quand, où</i> to form relative clauses Be able to use <i>il y aura</i> and other phrases in the simple future (<i>ce sera, on fera...</i>)

OPTION SUBJECT

**GEOGRAPHY
(GCSE)**

Y10



Year 10 - LEARNING MAP – THEME 2: People and lifestyle – Unit 5: Customs, festivals and celebrations



FRENCH

Dates of Study:	Half term 6 – 7 weeks	Exam Board:	AQA
Assessments:	End of unit 5, mock examination (2 papers: reading and writing)	Qualification Code:	8652
		Tier:	F/H
Additional Information:	During this half term, revision lessons will also be provided to support students with their mock examinations.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Days, months, numbers Question words Vocabulary on music and food and vocabulary on clothes Common time phrases 	<ul style="list-style-type: none"> Using the passé composé Using the near future tense and simple future tense of regular verbs Describing photos Taking part in role-plays

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Les journées spéciales	Talk about customs and celebrations around the Francophone countries; using question words and the subject-verb inversion method to form questions
.2	Bon anniversaire!	Talking about birthdays and other special occasions; using direct object pronouns (<i>me, te, vous, le, la</i>); consolidate the use of <i>c'est</i> and <i>il y a</i>
.3	On a fait la fête!	Discuss recent festivals; practise the use of the passé composé with both <i>être</i> and <i>avoir</i>
.4	Les fêtes dans le passé et à l'avenir	Describe past and future festivals
.5	Je faisais la fête comme ça	Discuss popular celebrations in the past; using the imperfect tense; using <i>y</i> and <i>en</i>
.6	On y va, au festival?	Plan a trip to a festival; using relative clauses; using the simple future tense of irregular verbs; consolidate the use of superlatives

Independent Study Plan

- Independent Study 1:** Practise forming questions
- Independent Study 2:** Practise using direct object pronouns
- Independent Study 3:** Practise using the passé composé
- Independent Study 4:** Practise using the imperfect tense
- Independent Study 5:** Practise using the simple future tense

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to talk about festivals and your favourite family celebration Be able to understand direct object pronouns Be able to use definite articles accurately Be able to use <i>c'est</i> and <i>il y a</i> correctly Be able to use the passé composé to describe what you did at a past festival Be able to use 3 tenses together Be able to form the imperfect tense of regular verbs Be able to use question words and form questions using different methods Be able to use the future tenses to plan a trip to a festival
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use direct object pronouns Be able to use irregular plural nouns Be able to use the imperfect tense of irregular verbs Be able to use <i>y</i> and <i>en</i> Be able to use <i>qui, que, quand, où</i> to form relative clauses Be able to use <i>il y aura</i> and other phrases in the simple future (<i>ce sera, on fera...</i>)

Year 10 - LEARNING MAP – UK Landscapes: 1.3

Dates of Study:	Term 3	Exam Board:	AQA
Assessments:	End of Unit assessment – coasts	Qualification Code:	8036
		Tier:	N/A
Additional Information:	This unit covers content for exam paper 1. Question 3. There are 2 questions to be chosen from 3 options. Students at BOA will study Coasts and Rivers.		



GEOGRAPHY

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through baseline assessment, bell tasks and enquiry questioning	<ul style="list-style-type: none"> The coast is where the sea meets the land The UK is an island Continents and oceans Climate change 	<ul style="list-style-type: none"> 4 figure grid references OS maps Compass directions Identifying coastal landscapes from photographs, maps and diagrams

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Baseline assessment	Assess prior learning and skills
.2	Waves	Understand the characteristics of waves and how they impact the coastline differently
.3	Erosions and transportation	Understand how the coast erodes and how the sea moves the sediment
.4	Landforms of erosion	Understand and describe the formation of landforms of erosion
.5	Deposition and longshore drift	Understand the processes of deposition and longshore drift
.6	Landforms of deposition	Understand and describe the formation of landforms of deposition
.7	Weathering and mass movement	Understand the 4 processes of mass movement and the 3 processes of weathering
.8	Coastal management	Understand that the coast needs managing and how this can be done by hard and soft engineering
.9	Lyme Regis case study	Apply knowledge of coastal management to a case study of Lyme Regis.
.10	Mid Unit Assessment	Assess learning from weeks 1-9

Independent Study Plan

- Week 1:** OS map work – 4 fig
- Week 2:** OS map work – 6 fig
- Week 3:** OS map work - landforms
- Week 4:** - practice writing formations
- Week 5:** Revision

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Understand that characteristics of different coastlines (hard and soft rock) Use and example of a UK coastline to highlight these differences (Dorset) Be able to describe the formations of landforms of erosion and deposition Be able to describe the 4 types of weathering and how these link to mass movement
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Understand that rivers need managing and that hard and soft engineering provide varied options for doing this. Understand that rock formation and rock type influence the shape of the coastline Understand how different types of waves impact the coastline and influence its shape

Year 10 - LEARNING MAP – UK Landscapes: 1.4

Dates of Study:	<ul style="list-style-type: none"> Term 4 	Exam Board:	AQA
Assessments:	End of Unit assessment – rivers	Qualification Code:	8036
		Tier:	N/A
Additional Information:	This unit covers content for exam paper 1. Question 3. There are 2 questions to be chosen from 3 options. Students at BOA will study Coasts and Rivers.		



GEOGRAPHY

Starting Points – Assumed Prior Learning

Consolidated through baseline assessment, bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Water cycle Transpiration and evaporation processes 	<ul style="list-style-type: none"> OS maps, 4 figure grid references and compass directions Identifying rivers from photographs, maps and diagrams

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Baseline assessment	Assess prior learning and skills
.2	Landscapes of the UK	Understand what landscapes are and the main physical characteristics of the UK
.3	The upper course	Understand the characteristics and landforms of the upper course
.4	The middle course	Understand the characteristics and landforms of the middle course
.5	The lower course	Understand the characteristics and landforms of the lower course
.6	The River Tees	Describe how a river changes from source to mouth using a named example
.7	Carding Mill Valley fieldwork trip	
.8	Flood factors and hydrographs	Understand factors affecting flood hydrographs
.9	Flood management	Understand the hard and soft engineering strategies to reduce flooding risk
.10	Oxford flood management scheme case study	Use a named example of a flood management scheme in the UK
.11	End of Unit assessment	Assess learning from lessons 1-9

Independent Study Plan

- Week 1:** OS map work
- Week 2:** labelling and annotating a drainage basin
- Week 3:** hydrograph work
- Week 4:** fieldwork write up
- Week 5:** Revision

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Understand that characteristics of the river channel and its valley changes as the river flows downstream Understand the factors that influence flooding and how this can be managed Use an example of a UK river to highlight these changes and characteristics Be able to describe the formations of landforms in the upper, middle and lower courses of the river Be able to describe the location of the major rivers, highlands and lowlands of the UK in relation to populated areas
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Understand that rivers need managing and that hard and soft engineering provide varied options for doing this. Understand how the physical fieldwork links to the theory of changes downstream to a river Understand that some rivers are flashy dependent on the physical and human characteristics of the drainage basin Understand that rivers need managing and that hard and soft engineering provide varied options for doing this.

Year 10 - LEARNING MAP – Resource Management: 2.3 / 2.4



GEOGRAPHY

Dates of Study:	Term 5	Exam Board:	AQA
Assessments:	Mid Unit Assessment – UK overview	Qualification Code:	8036
	End of Unit assessment – Food	Tier:	N/A
Additional Information:	This unit covers content for exam paper 2. Question 3 is an overview of food, water and energy in the UK. We choose option 4 – Food for the second part of this question.		

Starting Points – Assumed Prior Learning

Consolidated through baseline assessment, bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Sources of renewable energy The hydrological cycle The UK map – upland and lowland areas 	<ul style="list-style-type: none"> Label upland and lowland areas on a map Describe solar, wind and other renewable energy sources Define sustainability

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Baseline Assessment	Understand starting points and skills gaps
.2	The Distribution of Food, Water and Energy in the UK	Understand the inequalities and describe the distribution of food, water and energy in the UK
.3	The Provision of Food in the UK	Understand how and where food comes from in the UK (patterns and trends)
.4	The Provision of Water in the UK	Understand where the areas of water surplus and deficit are and how this is managed
.5	The Provision of Energy in the UK	Understand the UK's changing energy mix
.6	Mid Unit assessment - Overview	Assess learning from lessons 1-5
.7	The global distribution of food	Describe the global patterns of food supply and demand
.8	Food security and insecurity	Define the terms food security and insecurity and apply this to specific areas of relevance
.9	Factors affecting food supply	Understand how various natural and human events can cause food insecurity
.10	Impacts of food insecurity	Understand the impacts of food insecurity globally
.11	Strategies to increase food supply	Understand a variety of ways food supply can be increased and use the IBIS case study to explain this
.12	Sustainable food supplies	Understand ways in which food production can be more sustainable, using the Agroforestry in Mali case study
.13	End of unit assessment	Assess learning from lessons 1-12

Independent Study Plan

- Week 1:** choropleth map skills
- Week 2:** food miles survey
- Week 3:** carbon footprint survey
- Week 4:** revision
- Week 5:** research – food insecurity examples
- Week 6:** sustainable food supplies case study
- Week 7:** revision

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Know how to interpret choropleth maps• Know how to identify the ongoing impacts and chains of events caused by food insecurity• Know how water can be transferred from areas of surplus to areas of deficit• Know how technology can help to increase the supply of food globally• Know that food scarcity can create social, economic, environmental and political issues• Know that the use of renewable energy is increasing in the UK
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Explain how global inequalities can lead to scarcity of food, water and energy• Explain the UKs changing energy mix• Explain how water transfer schemes can reduce water stress• Explain how food can be produced more sustainably• Explain how technology can increase food supply

Year 10 - LEARNING MAP – The Living World: 1.2

Dates of Study:	Term 6	Exam Board:	AQA
Assessments:	Mid Unit Assessment – ecosystems and rainforests	Qualification Code:	8036
	End of Unit assessment – hot deserts	Tier:	N/A
Additional Information:	This unit covers content for exam paper 1. Question 2, There are optional content questions. We study hot deserts as the optional topic. Students must not answer the cold environments questions.		



GEOGRAPHY

Starting Points – Assumed Prior Learning

Consolidated through baseline assessment, bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Key terms: producer, consumer, ecosystem and photosynthesis, decomposers The nutrient cycle 	<ul style="list-style-type: none"> Draw and analyse climate graphs Locate biomes on a world map using lines of latitude

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Baseline assessment	Understand starting points and skills gaps
.2	Small scale ecosystems	Understand the components of a small-scale ecosystem – using Slapton Ley as a case study
.3	Global ecosystems	Understand and explain the location of the global biomes
.4	Tropical rainforests 1	Understand the characteristics of a TR and plant and animal adaptations
.5	Tropical rainforests 2	Understand the importance of the forest, nutrient cycling and leaching
.6	Tropical rainforests 3	Understand causes and impacts of deforestation using the Amazon case study
.7	Mid unit assessment	Assess learning from lessons 1-6
.8	Hot deserts 1	Understand the characteristics of Hot Deserts and plant and animal adaptations
.9	Hot deserts 2	Understand the opportunities and challenges of developing in hot deserts (Sahara case study)
.10	Hot deserts 3	Understand the causes, consequences and methods to reduce desertification
.11	End of unit assessment	Assess learning from lessons 1-10

Independent Study Plan

- Week 1:** climate graphs
- Week 2:** structure of rainforests
- Week 3:** revision for mid unit
- Week 4:** location of biomes map work
- Week 5:** case study work - Sahara
- Week 6:** revision for end of unit

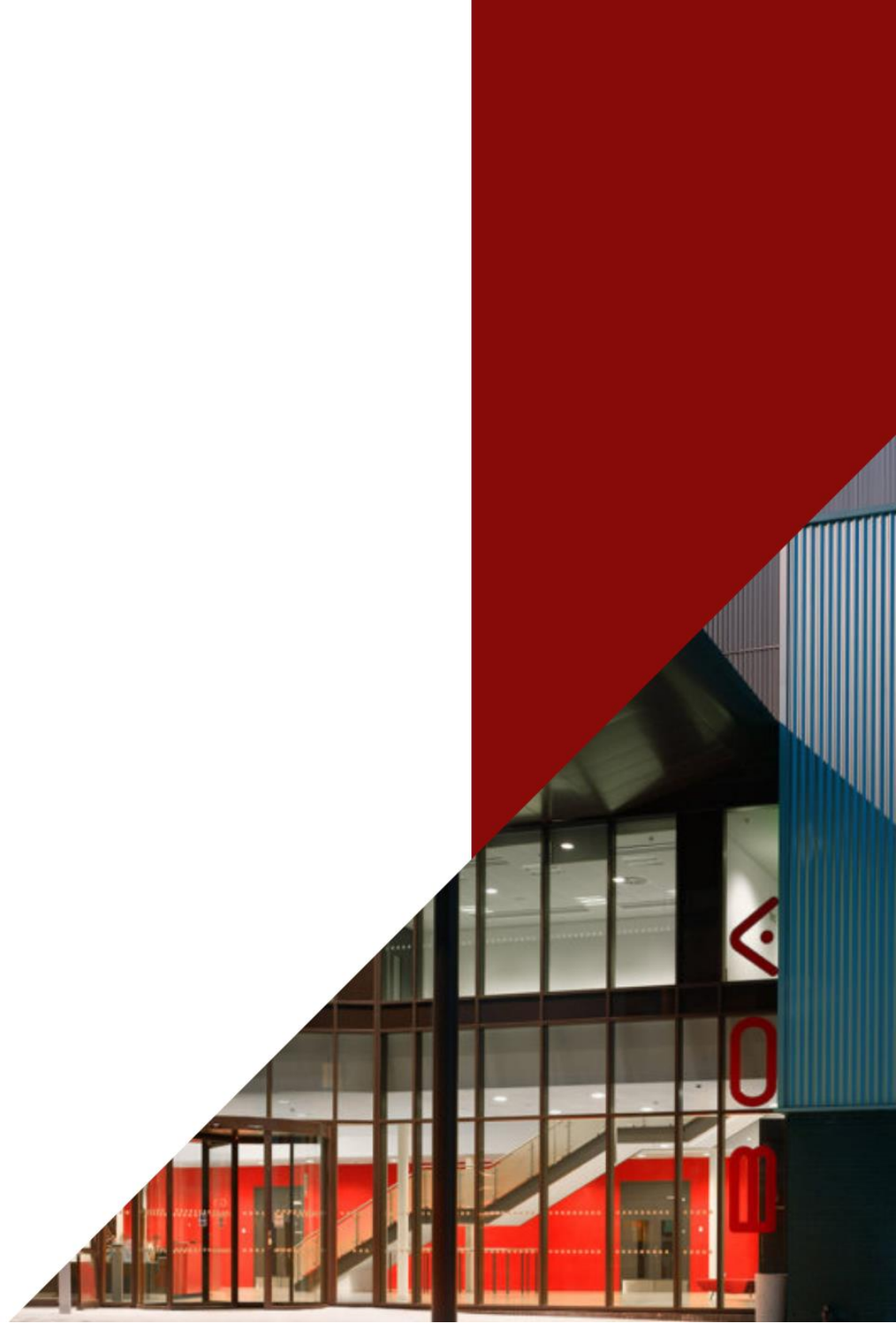
Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Know that there are biotic and abiotic components of ecosystems and how they interact with biodiversity and food webs to sustain balance Know that biomes are large scale global ecosystems which form in bands across lines of latitude depending on climate Know how plants and animals are adapted to both tropical rainforests and hot deserts Explain the reasons for the characteristics of both tropical rainforests and hot deserts Know which areas are at risk of desertification and strategies can reduce this risk
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain the opportunities and challenges of developing in hot desert environments Explain the process and rates of nutrient cycling in hot deserts and tropical rainforests Explain how strategies for reducing desertification vary with levels of development

OPTION SUBJECT

HISTORY
(GCSE)

Y10



Y- LEARNING MAP – Middle Ages

Dates of Study:	Term 1	Exam Board:	AQA
Assessments:	1. In class exam question practice – Comparison Q L5	Qualification Code:	8145DC
	2. In class exam question practice self-assessed – Source Q L8	Tier:	N/A
Additional Information:	We begin with Paper 2 Section A – Britain Health and the People. Unit 1 of the Medicine topic focuses on Medieval Medicine. We look at three main themes: Surgery, Public Health and Understand of Disease.		



History

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Galen and Hippocrates	Understand the theory of the 4 humours- the basis of medieval medicine
.2	Medieval Treatments	Identify different methods of medieval medical treatments
.3	The Role of the Church	Evaluate the impact of the church on medicine
.4	Surgery in the Middle Ages	Explain the positives and negatives of medieval surgery in Britain
.5	The Impact of Islam	Compare Islamic Surgery with Christian Surgery. (Exam Practice: Comparison Q)
.6	Public Health in the Middle Ages	Explain the problems with Public Health in the middle ages
.7	Black Death P1	Understand and identify key aspects of the black death
.8	Black Death P2	Asses the value of primary sources when studying the Black Death (Exam Practice: Source Eval)
.9	Revision Lesson	Self Assess areas of strength and weakness.
.10	End of Unit Assessment Q1+Q3	End of Unit - (Q1- How Useful, Q2-Comparison)

Independent Study Plan

Week 1: Diagnosing disease using the 4 humours theory

Week 2: John Bradmore Video and Questions

Week 3: Bagdad Hospital Research task

Week 4: Revision for Assessment

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To be able to describe elements of medieval medicine using a range of accurate knowledge To have an understanding of key subject specific language To be able to evaluate the content of a source To be able to compare two different elements of medieval medicine
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To be able to explain the positives and negatives of medieval medicine using a range of precise and accurate knowledge To be able to use key subject specific language within written work when appropriate. To be able to provide a balanced evaluation of Content AND Provenance of a source To be able to provide specific comparisons between elements of medieval medicine

Y- LEARNING MAP - Renaissance

Dates of Study:	Term 2	Exam Board:	AQA
Assessments:	1. Comparison Q (Self-Assessment) L3	Qualification Code:	8145DC
	2. Significance Q- Jenner L6 (Partial answer – P1 modelled)	Tier:	N/A
Additional Information:	Unit 2 of the Medicine topic focuses on Renaissance Medicine.		
	We look at three main themes: Surgery, Public Health and Understand of Disease. Bellworks all include elements of Unit 1 End of Unit assessment will include elements of Unit 1		



History

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understanding of chronology Understanding of Primary vs secondary sources Understanding of Medieval Medicine	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Intro to the Renaissance	Define and describe the European Renaissance
.2	Renaissance Surgeons	Explain and evaluate the impact of Vesalius, Harvey and Pare
.3	The Great Plague	Compare the Black Death with the Great Plague (Exam Practice: Comparison Q)
.4	John Hunter	Explain the significance of John Hunter
.5	Edward Jenner and Vaccines	Describe the story of Jenners discovery of the smallpox vaccine
.6	Opposition to Vaccines	Explain the Significance of Jenner (Exam Practice: Significance Q)
.7	Revision	Self-Reflect on Knowledge so far
.8	Assessment	End of Unit – (Q1- Source, Q2- Significance, Q3 – Comparison)
.9	UNIT 3 BEGINS	

Independent Study Plan

- Week 1:** Renaissance worksheet.
- Week 2:** Key Surgeons Profile Worksheet
- Week 3:** Revision for End of Unit

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To be able to describe elements of Renaissance medicine using a range of accurate knowledge To have an understanding of key subject specific language To be able to compare Medieval with Renaissance Medicine To be able to explain the significance of key individuals
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To be able to explain the positives and negatives of Renaissance medicine using a range of accurate knowledge To use key subject specific language To be able to compare specific elements Medieval with Renaissance Medicine To be able to explain the short-term and long-term significance of key individuals

Y- LEARNING MAP – Industrial Revolution

Dates of Study:	Term 2	Exam Board:	AQA
Assessments:	- L7: The factors Q - surgery (Partial Answer – First P modelled)	Qualification Code:	8145DC
	- L9 End of Unit: The factors Q - Public Health	Tier:	N/A
Additional Information:	Unit 2 of the Medicine topic focuses on Medicine in the Industrial Age. We look at three main themes: Surgery, Public Health and Understand of Disease. Bellworks all include elements of Unit 1 + Unit 2 End of Unit assessment will include elements of Unit 1 + Unit 2		



History

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understanding of chronology Understanding of Primary vs secondary sources Understanding of Medieval Medicine Understanding of Renaissance Medicine	To be able to explain consequences of events To be able to link events together To be able to evaluate Sources To be able to compare different time periods

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	The Problem of Pain	To be able to describe the story of Anaesthetics
.2	Cholera	Explain the significance of John Snow
.3	Germ Theory: Pasteur	Describe the story of Pasteur
.4	Germ Theory: Koch	Describe the story of Koch
.5	Understanding Vaccines	Evaluate the importance of Koch and Pasteur
.6	The Problem of Infection	Explain the impact of Germ Theory on Surgery
.7	Improvements in Surgery- The Factors	Understand the Factors Question (Exam Practice – Q4)
.8	Public Health Acts 1848 and 1875	Compare the Public Health at the end of the 1800s with earlier periods
.9	End of Unit – Government was the key factor in the development of Public Health. Assess the validity of this view	To be able to answer the 16-mark question.

Independent Study Plan

- Week 1:** history of Anaesthetic timeline
- Week 2:** Source Practice x 3
- Week 3:** Revision

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> To be able to describe elements of Industrial medicine using a range of accurate knowledge To have an understanding of key subject specific language To be able to compare Medieval, Renaissance and Industrial Medicine To be able to explain the significance different factors
Desired Outcomes for Most Students	<ul style="list-style-type: none"> To be able to explain the positives and negatives of Industrial medicine using a range of accurate knowledge To use key subject specific language To be able to compare specific elements of Medieval, Renaissance and Industrial Medicine To be able to explain the significance different factors and evaluate the relative importance of each.

Y- LEARNING MAP – 20th Century

Dates of Study:	Term 3/4	Exam Board:	AQA
Assessments:	Homework 2 – Exam practice	Qualification Code:	8145DC
	End of Topic Test	Tier:	N/A
Additional Information:	Unit 4 of the Medicine topic focuses on Medicine in the 20 th century We look at three main themes: Surgery, Public Health and Understand of Disease. Bellworks all include elements of Unit 1,2 and 3 End of Unit assessment will include elements of Unit 1, 2 and 3		



History

Starting Points – Assumed Prior Learning

Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	Understanding of chronology Understanding of Primary vs secondary sources Understanding of Medieval Medicine Understanding of Renaissance Medicine Understanding of Industrial Medicine	To be able to explain consequences of events To be able to link events together To be able to evaluate Sources To be able to compare different time periods

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Liberal Reforms	Describe the Liberal Reforms
.2	Impact of WW1 on medicine	Explain the impact of WW1 on medicine
.3	Impact of WW2 on medicine	Explain the impact of WW2 on medicine
.4	Penicillin: Discovery	Describe how penicillin was discovered
.5	Penicillin: Impact	Evaluate the impact of Penicillin
.6	NHS	Explain the impact of the NHS on Britain
.7	Revision	Revise Surgery over 1000 years
.8	Revision	Revise Understanding of disease over 1000 years
.9	Exam Skills	Explain the expectations for each Q on the medicine paper.
.10	End of Topic test – Full Paper.	To complete a full paper (Paper2 Section A – Britain Health and the People)

Independent Study Plan

- Week 1:** Timeline Task
- Week 2:** Exam Practice – students choice
- Week 3:** Key individuals Flashcards
- Week 4:** Revision

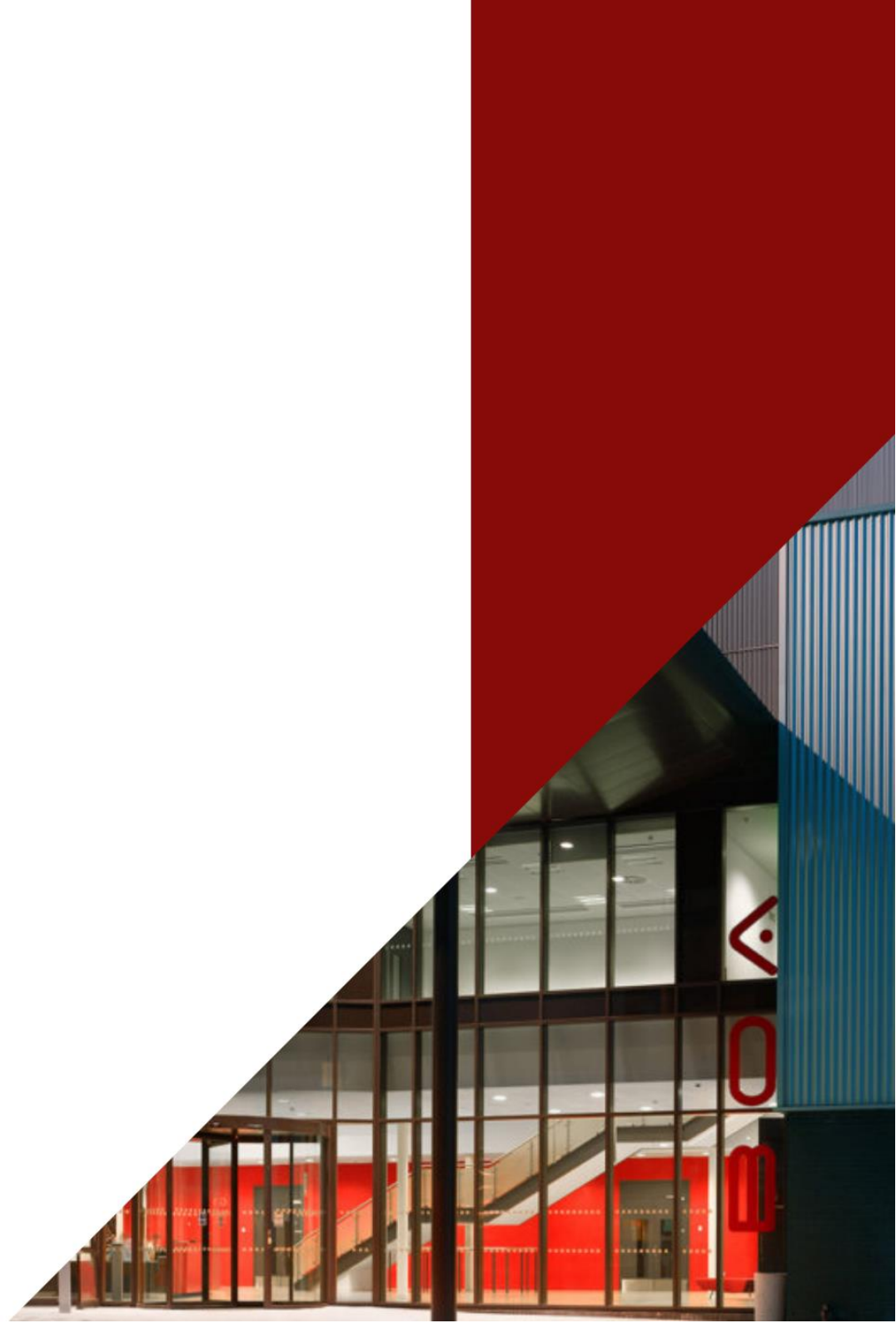
Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<ul style="list-style-type: none">• To be able to describe elements of 20th century medicine using a range of accurate knowledge• To have an understanding of key subject specific language• To be able to compare Medieval, Renaissance, Industrial and 20th century Medicine• To be able to:<ul style="list-style-type: none">○ Evaluate sources○ Explain significance of key events/individuals○ Compare key aspects of medicine○ Evaluate importance of key factors
<p>Desired Outcomes for Most Students</p>	<ul style="list-style-type: none">• To be able to explain the positives and negatives of 20th century medicine using a range of accurate knowledge• To use key subject specific language• To be able to compare specific elements of Medieval, Renaissance, Industrial and 20th century Medicine• To be able to:<ul style="list-style-type: none">○ Provide a balanced evaluation of sources○ Explain the short-term/ long-term significance of key events/individuals○ Compare key aspects of medicine and include precise detail○ Evaluate importance of key factors and come to a conclusion as to their relative importance

OPTION SUBJECT

MEDIA STUDIES (GCSE)

Y10



LEARNING MAP: COMPONENT ONE / MEDIA LANGUAGE

Dates of Study:	Year 10, Term 1 (22 hours)	Exam Board:	Eduqas
Assessments:	8. Knowledge Quizzes – ongoing assessment of student’s knowledge and understanding of learning. 9. Baseline Assessment – exam style questions to assess students initial understanding of topic and subject.	Qualification Code:	A680QS
		Tier:	N/A
Additional Information:	Set Texts: Quality Street advertisement, NHS 111 advertisement, The Man With The Golden Gun film poster, No Time To Die film poster, The Sun front cover, The Guardian front cover, GQ front cover and Vogue front cover.		



MEDIA STUDIES

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Recognise the different modes and language associated with different media forms and genres (conventions). Understand how modes and language can create meanings (connotations). Recognise the narrative stages used in most media products. 	<ul style="list-style-type: none"> Be able to explain why media products create the meanings they do (connotations). Be able to use specific contexts about the set texts to justify why they have created the meanings they have.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Camera Codes	How is media language used to communicate meanings and messages?
.2	Editing and Mise-En-Scene codes	How is editing and mise-en-scene used to communicate meanings and messages?
.3	Media Language Theories	How do theories show how meaning is created?
.4	Baseline Assessment (GC1)	Complete baseline assessment.
.5	Narrative and Characters	How are narratives and characters used to shape connotations in a media text?
.6	Genre	How do genres shape meanings in media texts?
.7	Advertising (Quality Street)	How does the advertisement for Quality Street create meaning?
.8	Advertising (Quality Street)	How does the advertisement for Quality Street create meaning?
.9	Advertising (NHS)	How does the advertisement for the NHS create meaning?
.10	Advertising (NHS)	How does the advertisement for the NHS create meaning?
.11	Marketing (The Man With The Golden Gun)	How does the film poster for The Man With The Golden Gun create meaning?
.12	Marketing (The Man With The Golden Gun)	How does the film poster for The Man With The Golden Gun create meaning?
.13	Marketing (No Time To Die)	How does the film poster for No Time To Die create meaning?
.14	Marketing (No Time To Die)	How does the film poster for No Time To Die create meaning?
.15	Newspapers (The Sun)	How does the newspaper cover for The Sun create meaning?
.16	Newspapers (The Sun)	How does the newspaper cover for The Sun create meaning?
.17	Newspapers (The Guardian)	How does the newspaper cover for The Guardian create meaning?
.18	Newspapers (The Guardian)	How does the newspaper cover for The Guardian create meaning?
.19	Magazines (GQ)	How does the magazine cover for GQ create meaning?
.20	Magazines (GQ)	How does the magazine cover for GQ create meaning?
.21	Magazines (Vogue)	How does the magazine cover for Vogue create meaning?
.22	Magazines (Vogue)	How does the magazine cover for Vogue create meaning?

Independent Study Plan

Week 1: Revise key lesson content to prepare for baseline assessment.

Week 2: Explain how their favourite TV show or film uses genre conventions, narrative or characters to communicate meanings.

Week 3: Explain how Charles S. Peirce or Ferdinand de Saussure can be used to explain how meaning is created in their favourite media text.

Week 4: Explain how a billboard / advertisement they have seen compares to the media language used in the Quality Street advertisement.

Week 5: Pick a film poster for a recent film release – what genre conventions and narrative stages have been used?

Week 6: Pick a top recent news story and explain how the language used on the website or in a print newspaper has been used to report on the story.

Week 7: Search for a different male or female lifestyle magazine cover online – how does this cover compare to either GQ or Vogue?

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Analyse and explain the various forms of media language used to create and communicate meanings in media products• Understand how choice, selection, combination and exclusion of elements within media language influences meaning in media products• Identify and evaluate how media language is used to create narratives and portray aspects of reality• Recognize how media language constructs points of view and ideological perspectives• Apply knowledge of media language in ways that convey messages and values• Understand the codes and conventions of media language and how they develop and become established• Analyse how genres operate across different media products and how they may also be combined• Recognize intertextuality and understand how media products can influence each other
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Apply fundamental principles of semiotic analysis including denotation and connotation• Understand theoretical perspectives on genre, including principles of repetition and variation• Analyse the dynamic nature of genre including concepts of hybridity• Evaluate presence of narrative, including theories of narrative structure• Demonstrate comprehensive understanding of media language across different media forms• Evaluate how media constructs meaning and influences audiences• Critically assess the relationship between media technology and content creation

LEARNING MAP: COMPONENT ONE / MEDIA INDUSTRY

Dates of Study:	Year 10, Term 2 (16 hours)	Exam Board:	Eduqas
Assessments:	10. Knowledge Quizzes – ongoing assessment of student’s knowledge and understanding of learning across the course.	Qualification Code:	A680QS
	11. Grade Card Assessment –exam style questions to assess students ongoing understanding and analysis across the course.	Tier:	N/A
Additional Information:	Set Case Studies: No Time To Die film and website (007.com), The Sun newspaper and website (www.thesun.co.uk), Fortnite video game and website (www.fortnite.com) and Desert Island Discs radio programme and website (https://www.bbc.co.uk/programmes/b006qnmr)		



MEDIA STUDIES

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Recognise the different nature and operations of media businesses – focusing on commercial and publicly owned companies. The format and structure of production, distribution and circulation (including marketing). Recognise the structure and importance of different media regulation. 	<ul style="list-style-type: none"> Be able to explain how ownership patterns (commercial and publicly owned) can directly impact production, distribution and circulation. Identify and explain how media regulation directly shapes the case studies. To identify the challenges and developments that digital technologies pose to the case studies.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Ownership Patterns and Funding	What impact does ownership patterns & funding have on a media product?
.2	Convergence	How does digital convergence shape media industries differently?
.3	Regulation	How does regulation shape media industries differently?
.4	No Time To Die (Ownership Patterns and Funding)	How has No Time To Die been impacted by the media industry in which it was produced?
.5	No Time To Die (Convergence and Synergy)	How has No Time To Die been impacted by the media industry in which it was produced?
.6	No Time To Die (Regulation)	How has No Time To Die been impacted by the media industry in which it was produced?
.7	The Sun (Ownership Patterns and Funding)	How has The Sun been impacted by the media industry in which it was produced?
.8	The Sun (Convergence and Synergy)	How has The Sun been impacted by the media industry in which it was produced?
.9	The Sun (Regulation)	How has The Sun been impacted by the media industry in which it was produced?
.10	Fortnite (Ownership Patterns and Funding – Video Game)	How has Fortnite been impacted by the media industry in which it was produced?
.11	Fortnite (Ownership Patterns and Funding – Website)	How has Fortnite been impacted by the media industry in which it was produced?
.12	Fortnite (Synergy and Convergence)	How has Fortnite been impacted by the media industry in which it was produced?
.13	Fortnite (Regulation)	How has Fortnite been impacted by the media industry in which it was produced?
.14	Desert Island Discs (Ownership Patterns and Funding)	How has Desert Island Discs been impacted by the media industry in which it was produced?
.15	Desert Island Discs (Synergy and Convergence)	How has Desert Island Discs been impacted by the media industry in which it was produced?
.16	Desert Island Discs (Regulation)	How has Desert Island Discs been impacted by the media industry in which it was produced?

Independent Study Plan

Week 1: For their favourite TV show or film on Netflix, find ways that it was marketed to be a commercial success.

Week 2: How does the marketing for No Time To Die compare to other spy films, like the Mission Impossible franchise?

Week 3: How does the website for The Sun compare to other newspapers, like their biggest rival the Daily Mail?

Week 4: How have the producers of Fortnite ensured that they effectively make a profit?

Week 5: What other podcasts and radio programmes are on BBC Sounds? How do they compare to Desert Island Discs?

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Explain the nature of media production, including the role of organizations, ownership structures, and key individuals and groups involved in media creation Analyse the impact of production processes, personnel and technologies on the final product Understand the significance of differences between media products in terms of when and where they are produced Examine the impact of the increasingly convergent nature of media platforms across different national and global settings Understand the importance of different funding models, including government funded, not-for-profit and commercial models Identify and explain the functions and types of regulation, including those specifically for media regulation Understand regulatory frameworks presented by new media and emerging technologies
---	--

Desired Outcomes
for Most Students

- Evaluate the effect of ownership and control of media organizations, including conglomerate ownership, diversification and vertical integration
- Analyse how media operate as commercial industries on a global scale and reach both large and niche audiences
- Evaluate the impact of regulation on media production and distribution
- Analyse how regulatory approaches differ across different media platforms and contexts

LEARNING MAP: COMPONENT ONE / AUDIENCES

Dates of Study:	Year 10, Term 3 (12 hours)	Exam Board:	Eduqas
Assessments:	12. Knowledge Quizzes – ongoing assessment of student’s knowledge and understanding of previous learning.	Qualification Code:	A680QS
	13. Grade Card Assessment – Component One exam style questions based on previous learning.	Tier:	N/A
Additional Information:	Set Texts: The Archers Radio Episode and Website, Fortnite Gameplay Footage and Website and The Sun – a full print edition and website.		



MEDIA STUDIES

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Know the ways that audiences are categorised Understand how audiences may “read” media differently 	<ul style="list-style-type: none"> Be able to justify why audiences will choose certain media texts. Be able to identify how media will target specific audiences.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Categorising and Targeting Audiences	How are audiences positioned, categorised and targeted by media producers and technologies?
.2	Audience Interpretations (Stuart Hall Theory)	Why do audiences interpret media differently?
.3	Uses and Gratifications Theory	Understand the core concepts of Blumler & Katz’s theory.
.4	The Sun (Categorising & Targeting Audiences)	Identify the primary target audience for The Sun <u>and</u> justify with examples from case study.
.5	The Sun (Audience Interpretations)	Explain how audiences interpret The Sun differently, with reference to Audience Positioning.
.6	The Sun (Uses & Gratifications Theory)	Justify why audiences read The Sun, with reference to Blumler & Katz’s theory.
.7	Fortnite (Categorising & Targeting Audiences)	Identify the primary target audience for Fortnite <u>and</u> justify with examples from case study.
.8	Fortnite (Audience Interpretations)	Explain how audiences interpret Fortnite differently, with reference to Audience Positioning.
.9	Fortnite (Uses & Gratifications Theory)	Justify why audiences read Fortnite, with reference to Blumler & Katz’s theory.
.10	The Archers (Categorising & Targeting Audiences)	Identify the primary target audience for The Archers <u>and</u> justify with examples from case study.
.11	The Archers (Audience Interpretations)	Explain how audiences interpret The Archers differently, with reference to Audience Positioning.
.12	The Archers (Uses & Gratifications Theory)	Justify why audiences read The Archers, with reference to Blumler & Katz’s theory.

Independent Study Plan

- Week 1:** Explain how students’ favourite media text targets them.
- Week 2:** Compare how another newspaper targets a different audience to The Sun.
- Week 3:** Briefly explain how effectively Fortnite targets their audience.
- Week 4:** Compare how The Archers targets fans of soap operas to TV soap operas (such as Eastenders).

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Know the difference between audience demographics and psychographics Know how producers of the case studies categorise their audience. Be able to find specific examples from the case studies to explain how they target audiences. Understand the assumptions that producers make about their target audience. Explain how technologies play a role in targeting audiences. Explain how audiences interpret the same media in different way. Use social, cultural or political context to justify how audiences interpret media. Use theoretical perspectives on audiences in written analysis, including the uses & gratifications theory.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Explain why producers of the case studies have categorised their audiences in the ways that they have. Use a variety of examples from the case studies to justify how producers target their audience. Identify ways in which audiences may use media texts to construct their own sense of desired and actual self. Use Stuart Hall’s Reception Theory to identify different audience positions when interpreting media. To understand and analyse how audience responses to media may change over time. To use theoretical perspectives on audiences in written analysis, including active and passive responses.

LEARNING MAP: COMPONENT ONE / REPRESENTATIONS

Dates of Study:	Year 10, Term 4 (12 hours)	Exam Board:	Eduqas
Assessments:	14. Knowledge Quizzes – ongoing assessment of student’s knowledge and understanding of learning.	Qualification Code:	A680QS
	15. Baseline Assessment – exam style questions to assess students ongoing understanding and analytical skills.	Tier:	N/A
Additional Information:	Set Texts: Quality Street advertisement, NHS 111 advertisement, The Man With The Golden Gun film poster, No Time To Die film poster, The Sun front cover, The Guardian front cover, GQ front cover and Vogue front cover.		



MEDIA STUDIES

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Recognise the ways that social groups, issues and events are represented in different media products. Understand how social groups can be misrepresented or under-represented. 	<ul style="list-style-type: none"> Be able to explain why media products represent social groups, issues and events in the ways that they do. Be able to use specific contexts about the set texts to justify the representations in the texts.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Stereotypes	How are stereotypes used by the media to represent social groups?
.2	Misrepresentations & Under-Representations	How can people (social groups) be represented incorrectly by the media?
.3	Male Gaze Theory (Gender)	How is gender represented stereotypically in the media?
.4	Representations of Social Groups	How are social groups typically represented in media products?
.5	Advertising (Quality Street)	How are social groups represented in the Quality Street advertisement?
.6	Advertising (NHS)	How are social groups represented in the NHS advertisement?
.7	Marketing (The Man With The Golden Gun)	How are social groups represented in The Man With The Golden Gun?
.8	Marketing (No Time To Die)	How are social groups represented in No Time To Die?
.9	Newspapers (The Sun)	How are social groups represented in The Sun?
.10	Newspapers (The Guardian)	How are social groups represented in The Guardian?
.11	Magazines (GQ)	How are social groups represented in GQ?
.12	Magazines (Vogue)	How are social groups represented in Vogue?

Independent Study Plan

Week 1: Explain a stereotypical representation that students have seen in the media recently.

Week 2: Compare the representations in the NHS advertisement to another unseen advertisement.

Week 3: Compare the representations in The Sun newspaper to another unseen newspaper cover.

Week 4: Write a practice short exam response, comparing the representations in GQ to another unseen magazine cover.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Understand the ways in which media re-present (rather than simply present) the world, and construct versions of reality Analyse the choices media producers make about how to represent particular events, social groups and ideas Recognize that ways aspects of reality may be represented differently depending on the purpose of the producers Identify different functions and uses of stereotypes, including an understanding about how they become established Understand how stereotypes may vary over time and how stereotypes enable audiences to interpret media quickly Recognize how and why particular social groups may be under-represented or misrepresented
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Evaluate how representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products Analyse the social, cultural and political significance of particular representations in terms of the issues they raise about society Assess how representations reflect the social, historical and cultural contexts in which they were produced Examine the factors affecting audience interpretations of representations, including their own experiences and beliefs Apply theoretical perspectives on representation, including processes of selection, construction and mediation Utilize theoretical perspectives on gender and representation, including feminist approaches

LEARNING MAP: COMPONENT THREE / CONTROLLED ASSESSMENT

Dates of Study:	Year 10, Term 5 & 6 (20 hours)	Exam Board:	Eduqas
Assessments:	16. Mock Exam Assessment – end of Year 10 mock exam assessment (as per the school calendar).	Qualification Code:	A680QS
	17. Knowledge Quizzes – ongoing assessment of Component 1 with exam style questions.	Tier:	N/A
Additional Information:	This component is planned to take place in the last half term of Year 10 and the first half term of Year 11.		



MEDIA STUDIES

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through	<ul style="list-style-type: none"> Understanding of key conventions used in music videos, magazine pages or film promotional materials. Knowledge and understanding of basic production techniques, using their mobile phones and online editing software (such as Canva or CapCut). 	<ul style="list-style-type: none"> Be able to research and plan effectively for a purposeful project which meets the requirements of a brief. Be able to produce a media product that fulfils the requirements of the brief and the mark scheme.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Preliminary Project	<p>This part of the project is not assessed. It will act as the “teaching and learning” phase of the project – students to test out their skills and the different projects to see which one will work for them the best.</p> <ul style="list-style-type: none"> Students to work with the live briefs to produce either: <ul style="list-style-type: none"> A film poster (film promotion brief) A magazine cover (magazine brief) A short 30 second segment of a music video (music promotion brief) A website homepage (online brief options – magazine or music promotion).
.2	Research – Media Language	What genre, narrative and character conventions are typically used in the media product that you will produce? Students to produce their own research into media language on a Canva document, shared with their teacher.
.3	Research – Representations	How are social groups, issues and events typically represented in the media product that you will produce? <ul style="list-style-type: none"> Students to produce their own research into representations on a Canva document, shared with their teacher.
.4	Research – Audiences	How are audiences usually targeted by the media product that you will produce? <ul style="list-style-type: none"> Students to produce their own research into audiences on a Canva document, shared with their teacher.
.5	Planning	How will the research into media language, representations and audiences inform your plans for the controlled assessment? <ul style="list-style-type: none"> Students to produce their own planning for their project on a Canva document, shared with their teacher.
.6	Statement of Aims	What are the aims and intentions of your controlled assessment? <ul style="list-style-type: none"> This is formally assessed for the controlled assessment Students to write their statement of aims on the official Eduqas “Cover Sheet” (found on the Eduqas website)
.7	Production	How does your planning inform your decisions during the production stage of the coursework project? <ul style="list-style-type: none"> Students to complete production either during lessons, during the summer holidays or during their own free time. This stage will be ongoing, with potential re-shoots. Teacher must take a guidance role and cannot inform student’s decisions based on the mark scheme.
.8	Post-Production	How will you use your footage and photography to make a product that matches the requirements of the brief? <ul style="list-style-type: none"> This is formally assessed for the controlled assessment Students to use their photography or filming to complete their project. This must be based on the requirements set out in the brief.

Independent Study Plan

Week 1: Students to take home the brief and highlight the key requirements needed. They should find a similar product to what they want to create and highlight where it uses the requirements of the brief.

Week 2: Create and complete an audience questionnaire about the target audience’s wants and needs from the product they are creating.

Week 3: Students to complete a mini practice filming/photography project, based on their chosen brief.

Week 4: Students to find examples of creative editing techniques online through websites or social media and explain how they could use them in their own project.

Week 5: Find professional examples of the product they wish to produce and create a list of filming/editing techniques they would like to use in their own project.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Identify and articulate relevant aims that clearly connect to the brief and demonstrate understanding of the intended audience and purpose.• Develop a coherent plan that outlines appropriate media conventions and demonstrates understanding of how different representational choices serve specific purposes.• Apply basic theoretical frameworks from media studies to analyse and justify their creative decisions, showing awareness of how media texts communicate meaning.• Demonstrate competent application of chosen media conventions in their practical work, showing technical understanding and purposeful implementation.• Evaluate their work against the original brief and aims, identifying strengths and areas for development in their creative process.
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Synthesise complex theoretical frameworks from multiple media studies perspectives, demonstrating sophisticated understanding of how different theories intersect and inform creative practice.• Critically evaluate and justify highly nuanced creative decisions, showing deep insight into the relationship between form, content, and audience response.• Demonstrate exceptional technical proficiency in applying media conventions, showing innovation and creativity while maintaining clear purposeful intent.• Conduct independent research to extend their theoretical understanding beyond taught content, incorporating contemporary debates and emerging media practices.• Produce work of professional standard that demonstrates mastery of both theoretical knowledge and practical skills, with evidence of original thinking and creative risk-taking.

OPTION SUBJECT

MUSIC
(GCSE)

Y10



LEARNING MAP: Component 1 Performing

Dates of Study:	Solo – 1 st Year Ensemble 2 nd Year	Exam Board:	Edexcel
Assessments:	10. Solo performance record Jan 25 11. Ensemble performance recording Jan 26	Qualification Code:	1MU0/01
		Tier:	N/A
Additional Information:	Reference Materials:		



Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	EXAMPLE: This unit follows on from solo skill development & showcase.....	EXAMPLE: This unit prepares students to perform on the public stage at a professional venue, exploring attributes that are required from active professionals in order to succeed in the live industry.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	What performance?	Choose performances. Students must provide evidence of grading at a grade 5+. Pieces must be taken from the GCSE performance list or current exam board. Lead students to make a choice based on strengths, but challenge those who are able to stretch ability. Teach led discussion on what a successful performance looks like. SOLO - Students work in instrumental groups to perform a given song as a group. To be performed in 2 weeks' time and peers will provide feedback. ENSEMBLE – Students are put into bands to arrange performances of given songs in contrasting/ different styles.
2	How can I develop my instrumental performance? How can you utilise technical control	Teacher led discussion on technical control of instruments – what is it? How does it link to how you play your instruments? Give examples – vocal – diction, guitar – dexterity, movement on fretboard, drums – triplets etc. Listening and modelled examples given. Students watch performance video examples to analyse and give feedback on using simplified versions of GCSE performance criteria. Students continue to work on solo / ensemble pieces with a focus on own instrumental development and technical control.
3	How can I make my performance sound more fluent?	Teacher led discussion on Fluency - what is it? How can it help your performance? Show example of how a song can benefit from knowing your part and playing it in a fluent manner. Students continue to work on solo / ensemble pieces with a focus on own instrumental development and fluency.
4	How can I add expression into my performance?	Teacher led discussion on Expression & Interpretation - what is it? How can it help your performance? Show example of how a song can benefit from adding expression. Go through what musical elements can be used to help expression of a piece. Students continue to work on solo / ensemble pieces with a focus on own instrumental development and expression.
5	How can my performance be more professional?	Teach led discussion on what improvisation & communication is. Use example performances, and examples from previous lessons on how the group have been working with each other. Ask students on their own opinions of their development within instrument groups / bands. How can they improve their communication of the emotions of the piece / improve communication between band members. Students continue to work on solo / ensemble pieces with a focus on own instrumental development read for performance to peers
6	Performance feedback – How to improve?	Students perform to each other and complete peer assessment based on simplified versions of GCSE Performance marking criteria. Students feedback based on technical control, fluency and communication.

Independent Study Plan

Week 1- Week 6:
Independent rehearsal & development of chosen performance.

7	How can the performance be developed further?	Using peer feedback from previous lesson, students are required to develop their performances using feedback. Students focus on developing their performance ready to record.
8		Continued rehearsal

--

Desired Outcomes			
Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
All (Merit Level Outcomes)	<p>All will (Merit level):</p> <ul style="list-style-type: none"> The performance demonstrates basic technical control, as heard in basic coordination, breath control, diction, and/or pedalling. There are one or two moments where the demands of the piece are beyond the current ability of the performer. Some use of dynamics, phrasing and articulation to shape the performance, but several opportunities, notated or otherwise, are missed In ensemble performances there is a good awareness of balance throughout. The performance demonstrates some involvement with the music. The performance is mostly coherent and fluent despite the occasional hesitation and/or omission. 	<p>EXAMPLE: Competently developed ideas based on appropriate application of musical realisation techniques and resources in response to the brief.</p> <p>Work with others, sharing ideas and communicate with your peers to develop a performance which shows control and balance through the majority of the piece.</p>	<p>EXAMPLE: A clearly considered use of relevant musical elements in the creation of music. Ability to follow score and learn a piece of music in a successful manner</p> <p>Perform a piece of music showing ability to play a part showing understanding of instrument and own musical ability.</p>
	<p>Some will (Distinction level):</p> <ul style="list-style-type: none"> The performance demonstrates convincing technical control, as heard in convincing coordination, breath control, diction, and/or pedalling. The demands of the music are within the ability of the performer. The performance communicates very well, with no more than one or two less successful moments. In ensemble performances there is excellent awareness of balance throughout. The performance is largely accurate with no more than one or two minor errors in pitch and/or rhythm. These errors have no impact on its success overall. In ensemble performances a consistently responsive reaction, and where appropriate, adjustment to other parts is evident. 	<p>EXAMPLE: Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief.</p> <p>Work with others, sharing ideas and communicate with your peers to develop a confident and successful performance which shows clear control and balance through the majority of the piece.</p>	<p>EXAMPLE: A thoroughly considered and holistic use of pertinent musical elements in the creation of music. Ability to follow a score and learn a piece of music with confidence. Perform in a successful manner, showing confidence and balance throughout.</p>
Some (Distinction Level Outcomes)			

LEARNING MAP: Component 1: Composing Free Comp

Dates of Study:	Free Comp by Feb half term 1 st year	Exam Board:	Edexcel
Assessments:	12. Free Composition - Start September first year	Qualification Code:	1MU0/02
		Tier:	N/A
Additional Information:	Reference Materials:		



Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	Within this unit students learn how to develop a composition within logic pro. It's a free and open brief; therefore the style is a free choice. However, students use either a major or minor scale to develop their piece.	This unit allows students to experience and use industry standard software to create music. They're also able to showcase their understanding of how to create a composition.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	Introduction to Logic – What is the difference between recording audio and MIDI?	Students are introduced to Logic and it's main features – MIDI and audio tracks. Teacher led modelling on main features, using a model how composing a simple song using chords. Teacher to also describe and explain different tracks; drummer & AI tracks and how they can be used. Students are given a task to create a simple composition using a 4-chord progression and they must include 1 main melody line, drums, bass and piano or guitar. Model for students how they can use the piano roll to input MIDI if they're unable to use the MIDI keyboard. Listen and peer assess development at the end of the lesson.
2	What are Major & minor chords and scale? How can. You use them to make music?	Introduce concept of major and minor scales to students. Build on prior knowledge from KS3 – notes on the keyboard, major and minor scale formulas. Students must use the formulas to find major and minor scales. Then students will choose a scale to start composing a second song in logic, which will become their free choice composition. They work out chords for their chorus, verse and bridge sections. If time, students can start inputting these or playing them into Logic.
3	How can you structure a song? How can you create chord progressions?	Introduce popular song structure – verse, chorus. Teacher led discussion, modelling using pre-existing examples. Show how the structure can look on the Logic arrangement screen, and how the students can organise and structure a song using Logic. Students start to structure their compositions using Logic arrangement screen. Students start to add commentary to their notes –which will be used to accompany final submission.
4	How can you create a melody using your chosen chords and scales?	Bell task – recap on major & minor formula chords. Teacher led demonstration of how to create a melody from a scale. Students follow instructions and work out a major or minor scale. Students use the scale to create a melody that works with their melody and record on logic. Students need to ensure they have a different melody for their verse and melody.
5	How can you continue to develop your melody and your composition?	Recap on composition development and structure – Bell task on how to structure a pop song. Show students how Logic shows the structure of a song. Students continue to develop their composition.
6	How can you use Logic features to enhance your composition?	Bell task – what are these terms? Automation, EQ, Reverb, Delay, Compression, a balanced mix. Activate – go through these functions on Logic, model how to use them. Students then utilise these in their composition. Students continue to develop their composition.

Independent Study Plan

Week 1- Onwards- Continue to develop composition. Low stakes homework tasks set throughout in the form of quizzes using links on teams and QR codes. These will be based on testing theory knowledge helping to inform the lessons.

7	How can you continue to develop your melody and your composition?	Students continue to develop their composition.
8	How is your composition going to be marked?	Students continue to develop their composition.
9	What is a score? How do you use Logic to create a score? What type of score is suitable for your songs?	Bell task: what is a score? Show different types of musical scores, Students match the correct name to them. Model how to create a score on Logic. Use of video on Team to support creation of score. Logic scores, lead sheets, annotation & commentary. Students continue to develop their composition.
10	How can you create a score using logic?	Recap on how to create a score in Logic. Students continue to develop their composition. And complete their score.



Desired Outcomes			
Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
<p>All (Merit Level Outcomes)</p> <p>Some (Distinction Level Outcomes)</p>	<p>All will (Merit level):</p> <ul style="list-style-type: none"> ● Musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience for the most part. ● For brief-set composition only: creative response to the brief with some sense of audience and occasion. ● Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and maintained convincingly for some of the piece despite one or two minor misjudgements. <p>Some will (Distinction level):</p> <ul style="list-style-type: none"> ● Musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately. ● For brief-set composition only: imaginative response to the brief with a well-developed sense of audience and occasion. ● Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and handled convincingly throughout. 	<ul style="list-style-type: none"> ● The control of appropriate musical elements is secure, and any misjudgements are not enough to have a serious impact on the success of the piece. ● The instrumental and/or vocal forces show some contrast and exploitation. ● Textures are varied and clear as appropriate to the style. <ul style="list-style-type: none"> ● The control of appropriate musical elements is secure throughout, and any misjudgements are marginal and few, if any. ● Textures are varied, complex, and/or clear as appropriate to the style. ● The instrumental and/or vocal forces are handled idiomatically and exploited imaginatively 	<p>There is a sense of direction in the piece.</p> <ul style="list-style-type: none"> ● The piece demonstrates some sense of wholeness and balance between the sections. ● There is good sense of fluency and contrast. ● There is a good sense of direction overall. <ul style="list-style-type: none"> ● A sense of coherence and wholeness is achieved throughout. ● There is a consistent sense of fluency and contrast throughout. ● There is a convincing sense of direction overall.

LEARNING MAP: Component 1: Composing Set Comp

Dates of Study:	Set Comp by Feb half term 2 nd year	Exam Board:	Edexcel
Assessments:	13. Set Composition – brief released by Edexcel September.	Qualification Code:	1MU0/02
		Tier:	N/A
Additional Information:	Reference Materials:		



Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	This unit follows on from creating a free composition in year 10. Students must now compose to a set brief from the exam board.	This unit enables students to respond to a professional brief, setting limitations and testing their ability to compose in a set style.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	The brief: What is it asking you to do? What stylistic features and characteristics do you need?	ZBU to have chosen brief from exam board before presenting to the class. Brief chosen based on students' strengths. Review brief from exam board and key features of style. Model how key features of style can be used within a composition using logic. Students spend lesson experimenting with ideas, with a focus on instrumentation.
2	How can you structure your piece?	Recall key characteristics from last lesson & recap on progress. Teacher led modelling on how to structure piece using logic. Show example of annotated screenshot focusing on structure, ensure students are able to describe how they're structuring their piece and understand its links to the brief. Students continue to work on composition with a focus on structure.
3	How can you use Logic to enhance your piece?	Recap on what Automation, EQ, Reverb, Delay, Compression, a balanced mix is through low stakes testing; quiz or questioning. Model how these features in logic can be utilised to match the brief within the composition. Students continue to work on composition with a focus on structure.
4	How is your composition going to be marked?	Share marking criteria with students (level 4 & 5) with 'student language' example to help students understand what the exam board is asking for. Students complete a self or peer assessment of their work – where are they now? What do they have to do to improve? Students continue to work on composition with a focus on structure.
5	How can you continue to develop your melody and your composition?	Recall key characteristics from last lesson & recap on progress. Teacher led modelling on how to create melody using logic. Base melody on the key and scales of the song. Show different melodic composition techniques; repetition, inversions, retrograde etc. Students continue to work on composition with a focus on melody.
6	How can you continue to develop your melody and your composition?	(Recall key characteristics from last lesson & recap on progress. Teacher led modelling on how to create melody using logic. Base melody on the key and scales of the song. Show different melodic composition techniques; repetition, inversions, retrograde etc. Students continue to work on composition with a focus on melody.) Develop/change lesson based on student progress and any arising issues areas of misconceptions etc.
7	How can you create a score using logic?	Model for students how to create a traditional score in logic. Include lead sheet example. Students annotate a screenshot as a class, to develop understanding of how to annotate their own compositions. Students can also use video on teams to help with creating a score. Students continue with their compositions with a focus on developing a score.

Independent Study Plan

Week 1-onwards: Complete Comp 3 homework tasks and Comp 1 performance logs. Students also must ensure work to their compositions are completed outside of lessons utilising music rooms where possible.

Desired Outcomes			
Focus	Technical Control & Musicianship	Professionalism	Theory Understanding
<p>All (Merit Level Outcomes)</p> <p>Some (Distinction Level Outcomes)</p>	<p>All will (Merit level):</p> <ul style="list-style-type: none"> • Musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience for the most part. • For brief-set composition only: creative response to the brief with some sense of audience and occasion. • Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and maintained convincingly for some of the piece despite one or two minor misjudgements. <p>Some will (Distinction level):</p> <ul style="list-style-type: none"> • Musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately. • For brief-set composition only: imaginative response to the brief with a well-developed sense of audience and occasion. • Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and handled convincingly throughout. 	<ul style="list-style-type: none"> • The control of appropriate musical elements is secure, and any misjudgements are not enough to have a serious impact on the success of the piece. • The instrumental and/or vocal forces show some contrast and exploitation. • Textures are varied and clear as appropriate to the style. <ul style="list-style-type: none"> • The control of appropriate musical elements is secure throughout, and any misjudgements are marginal and few, if any. • Textures are varied, complex, and/or clear as appropriate to the style. • The instrumental and/or vocal forces are handled idiomatically and exploited imaginatively 	<p>There is a sense of direction in the piece.</p> <ul style="list-style-type: none"> • The piece demonstrates some sense of wholeness and balance between the sections. • There is good sense of fluency and contrast. • There is a good sense of direction overall. <ul style="list-style-type: none"> • A sense of coherence and wholeness is achieved throughout. • There is a consistent sense of fluency and contrast throughout. • There is a convincing sense of direction overall.

LEARNING MAP: GCSE Component 3 - Appraisal

Dates of Study:	Across the year – for each set work	Exam Board:	Edexcel
Assessments:	14. Listening paper – 1hr 45mins	Qualification Code:	1MU0/03
		Tier:	N/A
Additional Information:	Reference Materials: GCSE Folder – all set work materials and lessons in AOS folders		



Pathway Music

Starting Points – Assumed Prior Learning & Industry Links

Consolidated through Bell Tasks and Diagnostic Questions	Awareness <i>Knowledge and understanding</i>	Industry Links & Engagement
	EXAMPLE: This unit follows on from solo skill development & showcase.....	EXAMPLE: This unit prepares students to perform on the public stage at a professional venue, exploring attributes that are required from active professionals in order to succeed in the live industry.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Learning Question	Key Tasks & Associated Outcomes
1	What are the key features of the style? How are the musical elements used within the style of music?	Introduction of style – key features and characteristics. Students make notes on musical elements sheets and annotate scores following teacher led discussion on the piece of music. Focus on musical elements and vocabulary linked to style and piece. Students' complete questions and activities linked to the style and piece of music.
2	Who composed the piece of music? What is its purpose? What is the context?	Students make notes on musical elements sheets and annotate scores following teacher led discussion on the piece of music. Students' complete questions and activities linked to the style and piece of music.
3	What are the key features of the piece? How can you identify these key features?	Teacher led discussion – continuation of annotation of scores and musical elements sheet. Musical elements focus; Melody, harmony, dynamics, tempo, texture, performing forces, articulation, tonality etc. Use listening tasks to model to the students what the different features sounds like & annotate score. Ensure correct vocabulary is used.
4	Listening practice- how do I answer section A questions?	What does section A questions look like? - Show examples and example answers. Break down example question, what are the key words? What do they link to in the piece? What words do you use depending in what the question is asking (what musical element). Listening task followed by class discussion. Use mark schemes to show acceptable answers.
5	Listening practice- how does this piece compare to another? How to answer section B?	What does section B look like? - Show examples and example answers. Break down example question, what are the key words? How do they link to the pieces and what they're asking you to compare. Teacher led modelling, using listening tasks and low stakes testing – quizzes, group tasks and written questions.
6	Listening practice- how does this piece compare to another? How to answer section B?	Continue from previous lesson. Use PEE template to model how to structure section B question. Show example and use listening questions, scores and notes to aid in completing example questions. Share marking criteria to help students understand what answers will be accepted.

Independent Study Plan

Week 1: Low stakes testing – QR code quiz.
Week 2: Low stakes testing – QR Code quiz.
Week 3: Listening questions – Section A examples.
Week 4: Listening questions – Section A examples
Week 5: Comparative questions using PEE grid.
Week 6: Comparative questions – full continuous prose.

Desired Outcomes			
Focus	Set works – context & styles	Set works – Scores & Music Theory	Listening & Appraisal
All (Merit Level Outcomes)	All will (Merit level): Add Assessment Criteria Understand the context and purpose of each set work.	Identify and understand key features of all set works and vocabulary linked to different styles. Students can use correct musical vocabulary with some confidence.	To be able to identify key features within the set work pieces and describe what is heard with some confidence.
Some (Distinction Level Outcomes)	Some will (Distinction level): Demonstrate understanding of the context and purpose of each set work.	Identify, understand and demonstrate links between key features across set works. Students can successfully use correct musical vocabulary.	To be able to identify key features and compare set work pieces, describe what is heard and its impact with confidence.

OPTION SUBJECT

**SPANISH
(GCSE)**

Y10



Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 1: Identity and relationships with others.



SPANISH

Dates of Study:	Half Term 1 – 8 weeks	Exam Board:	AQA
Assessments:	Verb tests and End of Unit 1 assessment	Qualification Code:	8692
		Tier:	F/H
Additional Information:	In the first half term, more focus will be given to the consolidation of basic grammar points and vocabulary seen at Key Stage 3, to ensure all students can progress smoothly into the main parts of the GCSE course.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Word gender Definite/indefinite articles 	<ul style="list-style-type: none"> Numbers Basic phonics 	<ul style="list-style-type: none"> Recognise common irregular feminine and plural words Telling the time and saying when your birthday is

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	¿Cómo es?	Introducing myself (age, birthday, basic details) and give a physical description; use <i>ser</i> and <i>tener</i>
.2	¿Qué tipo de persona eres?	Describing someone's personality; understand the difference between <i>ser</i> and <i>estar</i> ; adjectival agreement
.3	Personalidad y aspecto físico	Describing people in detail; use the definite articles correctly; consolidate the use of <i>tener</i>
.4	Las relaciones familiares	Describing family and relationships; using possessive adjectives and common irregular verbs (<i>hacer, ir, salir</i>)
.5	Los amigos	Describe your relationship with friends; using reflexive verbs
.6	La familia moderna	Describing different types of family; using linking words; consolidate the use of irregular verbs

Independent Study Plan

Independent Study 1: Practise using definite and indefinite articles, irregular feminine and plural words
Independent Study 2: Practise using the present tense of common irregular verbs
Independent Study 3: Practise using reflexive verbs
Independent Study 4: - Practise describing people and their relationships
Independent Study 5: - Practise describing photos

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to pronounce main Spanish phonemes Be able to use the definite and indefinite article Be able to conjugate <i>ser</i> and <i>estar</i> in the present tense Be able to use the present tense of <i>tener</i> Be able to agree regular adjectives and nouns Be able to use reflexive verbs in the present tense Be able to form the present tense of common irregular verbs Be able to use possessive adjectives Be able to talk about oneself, family, friendships and relationships Be able to describe the main details of a photo
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use less common irregular verbs in the present tense Be able to pronounce more complex phonemes Be able to compare different types of families Be able to use linking words

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 2: Healthy living and lifestyle.



SPANISH

Dates of Study:	Half Term 2 – 7 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 2 assessment	Qualification Code:	8692
		Tier:	F/H
Additional Information:	Exam skills will also be covered in this unit; in particular, students will continue to develop an understanding of how to describe photos (speaking and writing exam).		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Basic vocabulary on food/drinks Common irregular verbs Plural nouns Giving opinions 	<ul style="list-style-type: none"> Talk about food/drinks you like and dislike Using appropriate time phrases Using simple negative sentences

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	La vida sana	Talking about food, drinks, meals; using negative sentences
.2	¿Estás en forma?	Describing health problems and addictions; using the near future tense
.3	Cuidar de tu salud	Discussing how you look after your health; using question words; using expressions with <i>tener</i>
.4	Tipos de dietas	Be able to talk about different types of diet; use the subject pronouns correctly; practise the use of the near/immediate future tense
.5	Salir a comer	Discussing international dishes and menus; use <i>tener</i> and <i>deber que</i>
.6	La vida en España	Understanding some common Spanish lifestyle habits; using adjectives of nationality; practise using useful verbs such as <i>tener que</i> and <i>poder</i>

Independent Study Plan

- Independent Study 1:** Practise using negative phrases
- Independent Study 2:** Practise using the near future tense
- Independent Study 3:** Practise using expressions with *tener*
- Independent Study 4:** - Practise using modal verbs
- Independent Study 5:** - Practise describing photos in detail

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Be able to understand common question words Be able to use expressions with <i>tener</i> to talk about healthy lifestyle Be able to talk about how to keep fit Be able to use the near/immediate future tense to talk about changes to your lifestyle Be able to use simple modal verbs to say what you must do to keep fit Be able to use adjectives of nationality Be able to recognise and use subject pronouns Be able to discuss health problems and addictions/bad habits
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Be able to use radical verbs Be able to discuss different types of diets Be able to talk about someone else's diet Be able to give advice to someone in regard to improving their lifestyle

Year 10 - LEARNING MAP – THEME 1: People and lifestyle – Unit 3: Education and work



SPANISH

Dates of Study:	Half Term 3 – 6 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 3 assessment	Qualification Code:	8692
		Tier:	F/H
Additional Information:	Students will continue to develop exam skills whilst content is being covered. Reading exam-style questions, as well as listening tasks, mirror the type of questions students will see in exams.		

Starting Points – Assumed Prior Learning

	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
Consolidated through bell tasks and enquiry questioning	<ul style="list-style-type: none"> Vocabulary on stationery Vocabulary on colours Numbers Irregular feminine nouns Vocabulary on food/drinks Reflexive verbs 	<ul style="list-style-type: none"> Recognise infinitives and basic adjectives to give opinions Talk about relationships with teachers and classmates Using times of the day

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	El día escolar	Be able to describe your timetable; understand the Spanish school system
.2	En el instituto	Be able to describe your school and its facilities; give opinions on school subjects, rules and teachers
.3	Lo bueno y lo malo del instituto	Discuss positive and negative aspects of school; using negative opinions
.4	Las opciones a los 16 años	Be able to talk about options at post-16; using the simple future tense
.5	Los trabajos	Be able to describe different jobs; using <i>lo + adjectives</i> ; using expressions with the infinitive to describe what you need to do a certain job
.7	Buscando trabajo	Describing the type of work you want to get; talking about qualities needed to do different jobs; consolidate the use of the future tense

Independent Study Plan

Independent Study 1: Respond to questions to describe your school and life at school
Independent Study 2: Practise using the simple future tense of regular verbs
Independent Study 3: Practise describing photos in detail
Independent Study 4: - Practise using if clauses with the conditional tense

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Be able to discuss your timetable, describe your school and its facilities• Be able to discuss advantages and disadvantages of your school• Be able to talk about school rules and whether you agree with them or not• Be able to talk about your favourite aspects of school and talk about teachers• Be able to discuss post-16 options and make plans• Be able to understand advantages and disadvantages of different post-16 options• Be able to use the conditional tense to talk about your ideal school• Be able to discuss jobs in the creative industries and acknowledge positive and negative aspects of these• Be able to describe a photo in detail
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Be able to compare the English school system with the Spanish school system• Be able to discuss the validity of going to university• Be able to use the superlative of adjectives• Be able to use irregular verbs in the simple future tense• Be able to use <i>if clauses</i>• Be able to use simple phrases in the subjunctive mood

Year 10 - LEARNING MAP – THEME 2: Popular Culture – Unit 4: Free time activities



SPANISH

Dates of Study:	Half term 5 & 6 – 7 weeks	Exam Board:	AQA
Assessments:	Vocabulary tests, verb tests and End of Unit 4 assessment	Qualification Code:	8692
		Tier:	F/H
Additional Information:	N/A		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Vocabulary on sports/leisure Vocabulary on clothes Vocabulary on common places in town Irregular feminine nouns 	<ul style="list-style-type: none"> Using simple reflexive verbs to describe routines Using “me gustaría” as a basic form of the conditional tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Un mundo deportivo	Be able to talk about leisure and sport; using the <i>yo</i> form of common radical-changing verbs; using demonstrative adjectives
.2	¡Nos gusta el riesgo!	Be able to talk about extreme sports; use the personal <i>a</i> ; use the present continuous of all verbs, including irregulars
.3	¡Me paso el día bailando!	Discuss music and the performing arts; use present and future time phrases; consolidate the use of the present tense and the near and simple future tense
.4	Veo, veo... ¿qué ves?	Talk about your taste in TV/films; Using adverbs of frequency; Use the preterite tense of regular verbs and common irregular verbs
.5	¡Mi tiempo libre es infinito!	Discuss a wider range of leisure activities; consolidate the use of demonstrative adjectives; using verbs with prepositions
.7	Mi tiempo es oro	Talk about unusual hobbies; using the superlative

Independent Study Plan

- Independent Study 1:** Practise using radical-changing verbs
Independent Study 2: Practise using the present continuous
Independent Study 3: Practise using the near and simple future tense
Independent Study 4: - Practise using demonstrative adjectives
Independent Study 5: - Practise using superlatives

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Be able to discuss leisure activities in detail• Be able to discuss leisure activities in the past• Be able to use demonstrative adjectives (this, that, these, those)• Be able to talk about what you like to watch, listen to and discuss popular genres of films/music• Be able to use the two types of future tense• Be able to discuss more extreme sports• Be able to use radical-changing verbs in the <i>yo</i> form• Be able to use the present continuous/gerund of regular verbs• Be able to take part in a role-play
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Be able to use radical-changing verbs with pronouns other than <i>yo</i>• Be able to use the preterite tense of verbs with changes in the first person (<i>jugué, saqué...</i>)• Be able to use irregular verbs in the preterite tense (<i>ver, ir</i>)• Be able to use the superlative of irregular adjectives• Be able to use the gerund of irregular verbs• Be able to discuss leisure in the past, using the imperfect tense• Be able to use simple <i>if clauses</i>

Year 10 - LEARNING MAP – THEME 2: People and lifestyle – Unit 5: Customs, festivals and celebrations



SPANISH

Dates of Study:	Half term 6 – 7 weeks	Exam Board:	AQA
Assessments:	End of unit 5 assessment, mock examination (2 papers: reading and writing)	Qualification Code:	8692
		Tier:	F/H
Additional Information:	During this half term, revision lessons will also be provided to support students with their mock examinations.		

Starting Points – Assumed Prior Learning

Consolidated through bell tasks and enquiry questioning	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Days, months and numbers Prepositions Infinitive verbs Present, past and future tense of regular verbs 	<ul style="list-style-type: none"> Using 3 main tenses (present, past, future) Describing photos Practising role-plays on topics studied Recognising time phrases and the tenses they trigger

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	De celebración	Talk about family celebrations; consolidate the use of present, past and future
.2	Nuestras tradiciones de siempre	Describe religious celebrations; using irregular verbs in the preterite tense; using past tense time phrases
.3	¡Un año más!	Discuss unique family traditions; using stem-changing verbs in the preterite tense; prepositional pronouns
.4	¡Carnaval, te quiero!	Talk about carnival in Spain; using indefinite adjectives (some, any...)
.5	Latinoamérica celebra la vida	Understand festivals across Hispanic countries; using <i>antes de / después de / al</i> + infinitive verbs
.6	Bailando al ritmo hispano	Talk about traditional Hispanic music and dance; using interrogative phrases with prepositions (<i>con quién..., de qué...</i>); using <i>seguir</i> and <i>continuar</i> followed by the present participle

Independent Study Plan

Independent Study 1: Practise using 3 tenses together
Independent Study 2: Practise using stem-changing verbs
Independent Study 3: Practise using indefinite adjectives
Independent Study 4: Practise writing skills to talk about festivals/traditions
Independent Study 5: Practise interrogative phrases with prepositions and the present participle

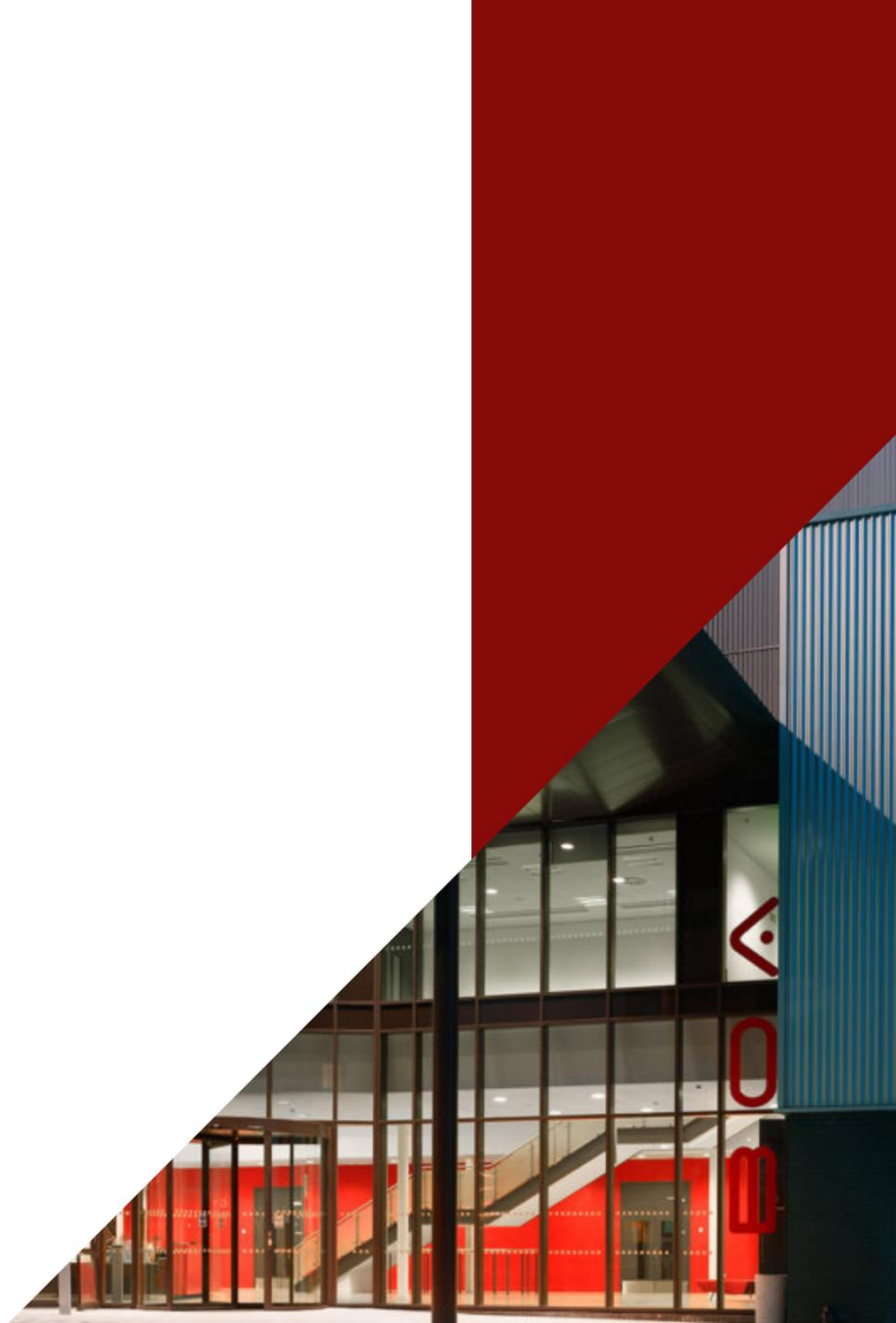
Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Be able to describe family celebrations and celebrations in the Hispanic world• Be able to use 3 tenses together• Be able to use stem-changing verbs in the present and preterite tense• Be able to use demonstrative adjectives• Be able to use the present continuous/gerund of regular and irregular verbs• Be able to talk about extreme sports• Be able to talk about what you like to watch, using different tenses• Be able to use adverbs of frequency• Be able to use verbs with prepositions• Be able to use the superlative• Be able to talk about unusual hobbies• Be able to consolidate pronunciation of common phonemes• Be able to use indefinite adjectives
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Be able to use prepositional pronouns• Be able to use the personal <i>a</i>• Be able to use apocopation of adjectives• Be able to use interrogative phrases that include prepositions• Be able to use <i>antes de/después de</i> + infinitive verbs• Understand how to use the present participle with verbs such as <i>seguir</i> or <i>continuar</i>

OPTION SUBJECT

TRIPLE SCIENCE (GCSE)

Y10



Y10- LEARNING MAP: Triple Year 10 Space

Dates of Study:	w/c 8/9/25 - 22/9/25	Exam Board:	AQA
Assessments:	Baseline assessments and exam questions in class	Qualification Code:	8463
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> gravity and weight as forces, our Sun as a star, other stars in our galaxy, other galaxies the seasons and the Earth's tilt, day length at different times of year, in different hemispheres the light year as a unit of astronomical distance. 	<ul style="list-style-type: none"> that gravity is different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to space	Describe the different types of objects found in the solar system.
.2	Life Cycle of a star	Describe the stages that a star goes through, and how its size affects these stages.
.3	The Big Bang	Describe the theory of the big bang and the evidence that supports it.
.4	Orbits	Describe the basics of orbital motion, including the forces involved and the factors that affect it.
.5	Circular Motion	Investigate the factors affecting circular motion using a practical model.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe the components of our solar system Decide which category a space object falls into with reasons. Describe the steps in a star's lifecycle for stars like the sun, and those much more massive Describe the forces that keep an object following a circular path Describe the evidence for the big bang theory
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Based on a star's mass relative to the sun predict what its end-of-life object will be. Apply concepts of orbital motion to explain the relationships between speed, orbital period and mass Evaluate experimental methods Explain how the evidence for the big bang evidence supports the theory.

Y10- LEARNING MAP: Triple Year 10 Biology Block 1

Dates of Study:	w/c 29/9/25 - 17/11/25	Exam Board:	AQA
Assessments:	As part of main Science assessments	Qualification Code:	8461
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> heredity as the process by which genetic information is transmitted from one generation to the next the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection 	<ul style="list-style-type: none"> apply simple models of chromosomes, genes and DNA in heredity. the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	DNA structure	Describe the structure of DNA and the way this relates to its function.
.2	Protein Synthesis	Explain how the DNA sequence provides the instructions for the formation of proteins.
.3	Reproduction and Cloning	Describe the processes of reproductive cloning in animals and plants and evaluate their advantages.
.4	Investigate variation	Investigate variation in an organism.
.5	Evolution and Speciation	Describe the work of Alfred-Russel Wallace on the process of speciation.
.6	Themes in Biology	Research the advances made in Biology during the period 1600-2000.
.7	Eye and Vision	Describe the structure of the eye and how this allows the eye to focus on objects at different distances.
.8	The brain	Describe the structure of the brain and how the functions of different areas can be investigated.
.9	Kidney Function	Describe the structure of the kidneys and explain their function and how they are regulated.
.10	Treating Kidney failure	Describe common causes of kidney failure and evaluate treatments.
.11	Plant Hormones	Describe how plant's responses to the environment are controlled by hormones and how these hormones are used in agriculture.
.12	Investigating plant hormones	Investigate the effects of environmental changes on seedlings.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

<p>Expected Outcomes for All Students</p>	<ul style="list-style-type: none"> • Describe and explain the structure and function of DNA • Describe Darwin and Wallace’s ideas • Use the theory of evolution to explain speciation events • Describe the processes used for cloning, sexual and asexual reproduction 	<ul style="list-style-type: none"> • Describe the structure of the brain and the eye • Explain how the eye focuses • Evaluate the benefits and risks of procedures carried out on the brain and nervous system. • Describe the function of the kidneys • Explain how the function of the kidneys is affected by diabetes • Describe the basic hormones produced by plants and explain their function • Explain how hormones can be used in agriculture
<p>Desired Outcomes for Most Students</p>	<ul style="list-style-type: none"> • Explain how the DNA structure allows protein synthesis to be directed and how mutations may affect this • Apply knowledge of cloning and sexual and asexual reproduction to give the advantages and disadvantages of each process • Evaluate the ethical implications of cloning 	<ul style="list-style-type: none"> • Interpret ray diagrams showing how defects in focusing • Evaluate the advantages and disadvantages of treating organ failure by mechanical device or transplant. • Evaluate experiments to investigate hormone function in plants.

Y10- LEARNING MAP: Triple Year 10 Chemistry Block 1

Dates of Study:	w/c 24/11/25 - 26/2/26	Exam Board:	AQA
Assessments:	As part of main science assessments	Qualification Code:	8462
		Tier:	Higher and Foundation
Additional Information:			



**Combined
Science**

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Basic atomic theory Covalent bonding 	<ul style="list-style-type: none"> Use of the periodic table Use of standard laboratory equipment

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Reactions of Alkenes	Describe the reactions of alkenes with water, hydrogen and halides.
.2	Alcohols	Describe the structure and common reactions of alcohols.
.3	Acids	Describe the structure and common reactions of acids.
.4	Polymers	Describe the properties of addition and condensation polymers.
.5	Natural Polymers	Describe the biological molecules that are polymers.
.6	Flame Tests	Explain how flame colours can be used to identify metal ions in compounds.
.7	Metal Ion tests	Explain how precipitation tests can be used to identify metal ions in compounds.
.8	Negative Ion Tests	Explain how precipitation tests can be used to identify non-metal ions in compounds.
.9	Instrumental Analysis	Evaluate the advantages of instrumental methods such as flame emission spectroscopy and GCMS over chemical tests.
.10	Titrations	Describe and perform titration reactions.
.11	Titration Calculations	Calculate the concentration of unknown solutions based on titration results.
.12	Fertilisers	Describe the makeup of NPK fertilisers and the methods for producing the N, P and K compounds.
.13	Ammonia and the Haber Process	Evaluate the use of the Haber process to produce ammonia.
.14	Composites	Evaluate the use of composite materials.
.15	Ceramics	Evaluate the use of ceramic materials.
.16	Alloys	Evaluate the use of alloy materials.
.17	Corrosion	Evaluate methods for reducing corrosion.

Independent Study Plan

GCSEPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none">• Describe the Haber Process reaction, the conditions used, and the equipment required• Describe the source of the raw materials and the uses of the products of the Haber process.• Describe the structure and reactions of alkenes, alcohols, carboxylic acids and esters• Describe the formation of condensation and addition polymers• Describe the structure of key natural polymers (DNA and proteins)• Describe the method and results for the flame tests for metal ions, NaOH precipitate tests for metal ions and tests for non-metal ions• Describe the use of flame emission spectroscopy• Describe the titration method	<ul style="list-style-type: none">• Explain how the properties of materials are related to their uses and select appropriate materials.• Recall the uses of different alloys and why they are suitable for that use.• Explain the process of corrosion and how it can be prevented• Describe experiments and interpret results to show that both air and water are necessary for rusting• Recall some examples of composites
Desired Outcomes for Most Students	<ul style="list-style-type: none">• Explain the choice of the conditions for the Haber process (pressure & temperature) in terms of Le Chateliers principle, equilibrium position and rate of reaction.• Apply the analytical tests to identify compounds.• Calculate concentrations from titration data.	<ul style="list-style-type: none">• Compare quantitatively the physical properties of glass and clay ceramics, polymers, composites and metals• Explain the properties of alloys in terms of their chemical structure and bonding.• Analyse chemical compositions of alloys to suggest uses for them

Y10- LEARNING MAP: Triple Year 10 Physics Block 1

Dates of Study:	w/c 2/3/26 - 4/5/26	Exam Board:	AQA
Assessments:	As part of main science assessments	Qualification Code:	8463
		Tier:	Higher and Foundation
Additional Information:			



Combined Science

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> forces as pushes or pulls, arising from the interaction between two objects frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound the speed of sound in air, in water, in solids 	<ul style="list-style-type: none"> using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces sound needs a medium to travel,

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Sound and Hearing	Describe how the organisms sense sound waves, how they propagate and the range of hearing.
.2	Uses of ultrasound	Explain how ultrasound differs from normal sound and how this allows its use in detection and scanning
.3	Colours and Reflection	Investigate how coloured objects are the result of selective absorption and reflection of light.
.4	Black body radiation	Describe the black body concept and use this to explain how changes in temperature result in changes in emission of EM radiation.
.5	Lenses	Investigate how lenses produce images and produce ray diagrams.
.6	Pressure in gases	Investigate the relationship between pressure and temperature in gases.
.7	Pressure in liquids	Investigate the relationship between pressure and depth in liquids.
.8	Balance	Describe how to find the centre of mass of an object and how this position affects its balance
.9	Moments	Investigate the turning effect of forces.
.10	Gears	Investigate how gears transfer rotational forces.
.11	Induced Potential	Explain how magnetic fields can generate electrical currents.
.12	Transformers	Explain how transformers can be used to change AC current and voltage.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment			
Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe convex and concave lenses, focal length and types of image. Describe the use of lenses in different applications (e.g. projection, magnification, telescopes) Describe and explain specular and diffuse reflection, and how colour filters work. Describe the nature of sound waves and how they travel through materials. State the range of human hearing. Explain the use of ultrasound and seismic waves in measuring and imaging. Explain what is meant by a perfect black body. 	<ul style="list-style-type: none"> Describe the concept of a moment and how this effects how objects balance Use the equation for moments 	<ul style="list-style-type: none"> Explain the concept of induced potential Describe the structure and output of an alternator and dynamo Explain how a loudspeaker and microphone function. Describe the structure and function of a transformer
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Draw ray diagrams for each type of lens Draw ray diagrams for reflection and refraction. Describe how emission and absorption of IR waves affects the temperature of a body. Describe how the emission intensity and wavelength of a black body changes with temperature. 	<ul style="list-style-type: none"> Explain how gears and levers work 	<ul style="list-style-type: none"> Use the two transformer equations. Explain how transformers are used in the national grid.

Y10- LEARNING MAP: Triple Year 10 Biology Block 2



Dates of Study:	w/c 18/5/26 - 15/6/26	Exam Board:	AQA
Assessments:	As part of main science assessments, also includes year 10 exam period	Qualification Code:	8464□1
		Tier:	Higher and Foundation
Additional Information:			

Combined Science

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i> Pt 1 – Ecology <ul style="list-style-type: none"> the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops how organisms affect, and are affected by, their environment, including the accumulation of toxic materials Pt 2 – Plants and Photosynthesis <ul style="list-style-type: none"> the reactants in, and products of, photosynthesis, and a word summary for photosynthesis the adaptations of leaves for photosynthesis. 	Ability & Application <i>Demonstrate Knowledge & Understanding</i> Pt 1 – Ecology <ul style="list-style-type: none"> the importance of plant reproduction through insect pollination in human food security Pt 2 – Plants and Photosynthesis <ul style="list-style-type: none"> the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere
----------------------	--	---

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Populations and Food	Describe how changes in human populations have resulted in changes in food demand
.2	Food Security	Describe factors that affect the countries food security and how these can be controlled.
.3	Farming and Energy	Evaluate how intensive farming increases food production at the cost of welfare.
.4	Fishing	Evaluate ways in which fishing can be made more sustainable.
.5	Food and Biotechnology	Evaluate the use of biotechnology in food security.
.6	Pyramids of Biomass	Use pyramid diagrams to represent feeding relationships.
.7	Decay	Describe the factors needed for decay and explain how decay forms a vital part of the environment.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> translate information between numerical and graphical form plot and draw appropriate graphs selecting appropriate scales for the axes. describe pyramids of biomass explain how biomass is lost between the different trophic levels. 	<ul style="list-style-type: none"> describe some of the biological factors affecting levels of food security describe and explain some possible biotechnical and agricultural solutions, including genetic modification, to the demands of the growing human population.
Desired Outcomes for Most Students	<ul style="list-style-type: none"> explain how temperature, water and availability of oxygen affect the rate of decay of biological material. calculate rate changes in the decay of biological material explain how energy loss affects the number of organisms at each trophic level. construct accurate pyramids of biomass from appropriate data. calculate the efficiency of biomass transfers between trophic levels by percentages or fractions of mass. evaluate the impact of environmental changes on the distribution of species in an ecosystem given appropriate information 	<ul style="list-style-type: none"> Understand how application of different fishing techniques promotes recovery of fish stocks Interpret population and food production statistics to evaluate food security Evaluate the advantages and disadvantages of modern farming techniques. Understand that some people have ethical objections to some modern intensive farming methods.

Y10- LEARNING MAP: Triple Year 10 Physics Block 2



**Combined
Science**

Dates of Study:	w/c 29/6/26 - end of term	Exam Board:	AQA
Assessments:	As part of main science assessments	Qualification Code:	8461
		Tier:	Higher and Foundation
Additional Information:			

Starting Points – Assumed Prior Learning

Consolidated through	Awareness <i>Knowledge and understanding</i>	Ability & Application <i>Demonstrate Knowledge & Understanding</i>
	<ul style="list-style-type: none"> Decay processes and the factors that affect them. 	<ul style="list-style-type: none"> Analysis and manipulation of practical data.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Decay	To investigate decay processes via a model system
.2	Decay	Analysis of data
.3	Monoclonal Antibodies	To describe the process of manufacture and use of monoclonal antibodies.
.4	Responses to year 10 exams	Lessons set aside for teaching in response to data from year 10 exams
.5	Responses to year 10 exams	Lessons set aside for teaching in response to data from year 10 exams
.6	Responses to year 10 exams	Lessons set aside for teaching in response to data from year 10 exams

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	<ul style="list-style-type: none"> Describe a simple model for decay Describe uses of monoclonal antibodies in biology
Desired Outcomes for Most Students	<ul style="list-style-type: none"> Evaluate experimental data Evaluate the use of monoclonals.