

Birch Wood Vale - KS4

Year 10

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Grammar for Writing Entry Level 2 Component 1: Leisure</p> <ul style="list-style-type: none"> – Reading for meaning – Close reading of a text – Understanding/selecting vocabulary – Identifying relevant information from text/selecting evidence – Explaining ideas using own words – Writing simple, compound and complex sentences <p>Assessment: EL paper Component 1</p> <p>Reading Skills</p> <ul style="list-style-type: none"> – Comprehension – Inference – PEE responses – Analysing quotations <p>(GCSE short questions and Entry Level practice) Assessment: one entry level exam response</p>	<p>Grammar for Writing Entry Level 2 Component 1: Hobbies</p> <ul style="list-style-type: none"> – Reading for meaning – Close reading of a text – Understanding/selecting vocabulary – Identifying relevant information from text/selecting evidence – Explaining ideas using own words – Writing simple, compound and complex sentences <p>Assessment: EL paper Component 1</p> <p>Reading Skills</p> <ul style="list-style-type: none"> – Comprehension – Inference – PEE responses – Analysing quotations <p>(GCSE short questions and Entry Level practice) Assessment: one entry level exam response</p>	<p>Entry Level Component 2 Heroism GCSE English Literature - Macbeth</p> <ul style="list-style-type: none"> – Developing understanding across a whole text – Characterisation, plot, setting. – Understanding and analysis of language and structure – Structuring a response using PEE – Exploring/commenting on character/motivations <p>Assessment: EL Component 2 Heroism and set question (extract) on Macbeth</p> <p>Nonfiction Writing Skills</p> <ul style="list-style-type: none"> – Transactional Writing – Persuasive Writing <p>(GCSE and Entry Level) Assessment: One extended writing exam response</p>	<p>Entry Level Component 2 Myths and Legends GCSE English Literature - Macbeth</p> <ul style="list-style-type: none"> – Developing understanding across a whole text – Characterisation, plot, setting. – Understanding and analysis of language and structure – Structuring a response using PEE – Exploring/commenting on character/motivations <p>Assessment: EL Component 2 Myths and Legends and set question (open) on Macbeth</p> <p>Nonfiction Writing Skills</p> <ul style="list-style-type: none"> – Transactional Writing – Persuasive Writing <p>(GCSE and Entry Level) Assessment: One extended writing exam response</p>	<p>Narrative Writing Entry Level 2 and GCSE Language Component 1</p> <ul style="list-style-type: none"> – Narrative structure – Narrative features – Creating characters and settings – Embedding clauses, building description <p>Assessment: one extended piece of writing taken from GCSE English Language Component 1</p> <p>WJEC Eduqas Poetry Anthology</p> <ul style="list-style-type: none"> - PEE style responses - Themes - Context of the poems - Analysing quotations <p>Assessment: one exam style question</p>	<p>Transactional Writing Entry Level 2 and GCSE Language Component 1</p> <ul style="list-style-type: none"> – Devices to argue/persuade – Paragraphs – Developing ideas in detail – Varying sentence openers, range of punctuation <p>Assessment: one extended piece of writing taken from GCSE English Language Component 2</p> <p>WJEC Eduqas Poetry Anthology</p> <ul style="list-style-type: none"> - PEE style responses - Themes - Context of the poems - Analysing quotations <p>Assessment: one exam style question</p>
Reading/Literacy	Alternating spellings for academic vocabulary with articles from 'The Day'	Alternating spellings for academic vocabulary with articles from 'The Day'	Alternating spellings for academic vocabulary with articles from 'The Day'	Alternating spellings for academic vocabulary with articles from 'The Day'	Alternating spellings for academic vocabulary with articles from 'The Day'	Alternating spellings for academic vocabulary with articles from 'The Day'
Mathematics	<p>Number: Place Value, Rounding, 4 Operations</p> <p>Money: Money Handling and Decimal Notation</p>	<p>Rickshaw Challenge: Enterprise/ Team work challenge to raise money for Children in Need</p> <p>Number: 4 Operations, Estimating</p> <p>Time: Calendar skills</p>	<p>Fractions/Ratio: Using fractions to represent parts of shapes and number</p> <p>Time Using time in different formats</p>	<p>Statistics: Analysing data in different formats</p> <p>Geometry: Includes shape, perimeter, area, volume, angles and Co-ordinates</p>	<p>Statistics: Analysing data in different formats</p> <p>Geometry : Includes shape, perimeter, area, volume, angles and Co-ordinates</p>	<p>Enterprise Module: Planning a bedroom</p>
Science	<p>Energy transfer</p> <p>Rates of reaction</p> <p>Monitoring the rate of reactions</p> <p>Competition</p> <p>Living and non-living factors</p> <p>Investigating plant distribution</p> <p>Crude oil</p> <p>Fuels and combustion</p> <p>Air pollution</p> <p>Climate change</p>	<p>Magnetic fields</p> <p>Magnetic fields around an electromagnet</p> <p>Genetic material</p> <p>Asexual and sexual reproduction</p> <p>Investigating variation</p> <p>Evolution</p> <p>Genetic engineering</p> <p>Longitudinal and transverse waves</p> <p>Properties of waves</p>	<p>Electromagnetic spectrum</p> <p>Drinking water</p> <p>Atoms and radiation</p> <p>Alpha, beta, and gamma radiation</p> <p>Using radiation</p> <p>Homeostasis</p> <p>Loss of biodiversity</p>	<p>Maintaining biodiversity</p> <p>Dominant and recessive alleles</p> <p>Force</p> <p>Work done</p> <p>Anaerobic respiration</p>	<p>Increasing the risk of disease</p> <p>Bacteria and viruses</p> <p>Preventing the spread of disease</p> <p>The model of the atom</p> <p>Atoms and electrons</p> <p>Metals and the Periodic table</p> <p>Non-metals and the Periodic table</p>	<p>Pure substances and formulations</p> <p>Concentration</p> <p>Covalent molecules</p> <p>Ionic bonding</p>

RE	Exploring World Religions - Buddhism <ul style="list-style-type: none"> Know about and understand a range of religions and worldview. Express ideas and insights about the nature, significance and impact of religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews. 		Exploring World Religions - Christianity <ul style="list-style-type: none"> Know about and understand a range of religions and worldview. Express ideas and insights about the nature, significance and impact of religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews. 		Exploring World Religions - Hinduism <ul style="list-style-type: none"> Know about and understand a range of religions and worldview. Express ideas and insights about the nature, significance and impact of religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews. 	
PE	OAA/Team building Communication Kinball Confidence; Competence	Invasion Games Communication; Challenge; Competence Gymnastics (floor) Communication; creativity; competence	Health Related Fitness Challenge Gymnastics (vaulting)/ Parkour Communication; creativity; competence	Net Games Communication; Challenge; Competence Invasion Games Confidence; Competence; Challenge	Tennis Competence; Confidence Striking and Fielding Creativity; communication; challenge; competence	Athletics/ HRF Challenge Striking and Fielding Creativity; communication; challenge; competence
PSHCE	Feelings and actions Developing skills to develop and maintain healthy relationships	Exercise and Leisure Identify different types of exercise and leisure, making good lifestyle choices, trying new activities. Drugs for mugs programme.	Responsibilities, rules and laws At home, school and within the wider community. Recognising the difference between doing 'the right thing' and obeying laws	Sexual relationships and puberty How our bodies are changing, sexual relationships, consent, protection, pregnancy, STDs	Personal Hygiene and taking care of myself Personal hygiene, appearance, beauty, fashion, making choices, valuing ourselves	Economic wellbeing (enterprise) The working world, work ethics, earning money, looking after money, leadership and relationship skills
Art GCSE	Introduction to the art GCSE, study the elements of art and initial observational drawing with tonal shading for skills building. Begin themed project (theme selected by Jeanette) Research into theme, gather images and begin to develop their own ideas around the theme. AO1		Students start to experiment with their ideas / images / materials to create different outcomes, this will be linked back to the artists work they have researched and developing some of the techniques used by the artist. AO2. Students should be recording their ideas and outcomes throughout the project in the form of drawings, annotation, photography etc. AO3.		Students will prepare for a mock exam at the end of the academic year. They will collate their project and their ideas together to plan out a personal informed final piece linking to their project and their artists. This will be planned and designed by the students. They will have 10 hours to complete their final piece.	
Art BTEC	Unit 4: Explore Drawing. To develop ideas for drawing, to produce drawings, to comment on own work.		Unit 6: Explore printmaking. To develop ideas for printmaking, to produce work in printmaking, to comment on own work.		Opportunity to complete additional work towards BTEC if assessments not met. Personal project until summer carrying out art workshops if BTEC Units completed.	
Home Cooking Skills BTEC	Basic Food Safety and Kitchen Hygiene Breakfasts	Soups and Bread Nutritional value How can different ingredients change basic flavours	Savoury Pastry Nutritional value and practical uses in cooking Utilise food knowledge to adapt a recipe Importance of being able to cook.	Pasta/ basic savoury dishes Nutritional value Utilise food knowledge to adapt a recipe Discuss how to pass on cooking information for others	Practice assessment cooking Final assessment	Review and revisit cooking skills Seasonal cooking
Design	Ikea Lamp Learners will develop CAD/CAM / soldering skills and develop practical building skills wood and plastic to create an Ikea style lamp.	Wooden Pencil Case Learners will develop technical skills to enable them to create box joints. Gaining a better understanding of how to use timber	Design Inspired by designer Explore how to research / design and response to a set brief with restrict guides that must be worked to. Heavily dependent on refining workshop skills and CAD/CAM knowledge	Product inspired by designer Explore how to research / design and response to a set brief with restrict guides that must be worked to. Heavily dependent on refining workshop skills and CAD/CAM knowledge		Pewter pendent Exploring how to create a pendent design based on chosen design movement Explore and develop Designs and prototyping to explore final idea ready for casting
Drama	Introduction to Drama Component 1, Section A. <ul style="list-style-type: none"> Drama and theatre terminology and how to use it appropriately The roles and responsibilities of theatre makers in contemporary professional practice 	Reading and exploring the set play <i>Noughts and Crosses</i>. Exploration of acting and design intentions and interpretations Component 1, Section B <ul style="list-style-type: none"> Social, cultural and historical contexts How meaning is interpreted and communicated 		Live Theatre Review Analysis of performance and design skills in a live theatre setting. Component 1, Section C	Exploration and devising drama from a stimuli workshops Component 2 <ul style="list-style-type: none"> Carry out research Develop their own ideas Collaborate with others Rehearse, refine and amend their work in progress Analyse and evaluate their own process of creating devised drama. 	
Sport and Leisure	Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.		Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.		Leadership development. Students will explore and develop their leadership abilities.	

Photography	Introduction to Photography, including photography terminology, camera parts, history of the camera and how to hold a camera. Students have the opportunity to undertake a mini project on 'alphabet photography' – looking at artist work and taking their own images for portfolio. AO2, AO2	Students will begin to research photographers work and complete research pages on the photographers. They will work in the style of the photographer – exploring various skills and techniques, including Photoshop and exploring Shutter Speed. AO1, AO2, AO3	Opportunity to complete any unfinished / outstanding tasks from Term 1 & 2. Students will work on a personal project where they respond to a set brief and interpret in their own way. They find their own photographers suitable to their theme and work on experimenting with photography outcomes. Students can create a 'final piece' inspired by the work they have explored. AO4
Construction	Unit 15: explore and develop skills to mark /cut a range of joints to create a wooden stool.	Unit 13: explore and develop skills in bricklaying to lay a dwarf wall using a stretcher bond.	Unit 1: Producing a Timber Product. Learners consolidate their skills and produce a wooden product that further develops their skills.
Dance	Moving Together		
ICT	Using IT in the real world -_Developing skills in PowerPoint Explore and develop skills in using advanced tools in Microsoft PowerPoint. Students will be planning and creating an interactive multimedia product as part of their assessment.	Creative Media - Video Editing Explore and develop skills in using tools in Microsoft Video Editor. Students will be creating a movie/documentary as part of their assessment.	Staying Safe in the Digital World Explore and develop knowledge in the dangers of being online and ways to stay safe.