



# Year 10 Curriculum Overview

2023-2024

## Year 10 Curriculum Overview 2023-2024

	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p>GCSE English is a core subject and is compulsory at KS4. GCSE emphasises the quality and accuracy of writing and core writing skills, such as spelling, punctuation and grammar. This allows candidates to demonstrate their ability in functional English. This also offers opportunities to investigate and analyse language, experiment and use language creatively.</p> <p>At Entry Level, Step Up to English helps entry-level pupils to build basic and relevant literacy skills and is suitable for pupils from Key Stage 3 onwards.</p>		
	<b>GCSE</b>		
	<p><b>Language focus</b> Paper 1: Q1 &amp; 2 Paper 2: Q1 &amp; 3 &amp; 5</p> <p><b>Literature focus</b> <b>Modern Text:</b> <i>An Inspector Calls</i> – J.B. Priestley</p> <ul style="list-style-type: none"> <li>▪ Practice retrieval and inference skills in response to Modern Text</li> <li>▪ Opportunities for non-fiction writing – letter writing, diary entries</li> <li>▪ Textual analysis and annotation of language features e.g. metaphor</li> </ul>	<p><b>Language focus</b> Paper 1: Q3 &amp; 5</p> <p><b>Literature focus</b> <b>Poetry Anthology:</b> Power and Conflict</p> <ul style="list-style-type: none"> <li>▪ Fiction writing using poetry for inspiration</li> <li>▪ Analysis of structure in poetry and fiction extracts</li> <li>▪ Continue to develop language analysis skills through poetry annotation</li> </ul>	<p><b>Language focus</b> Paper 1: Q4 &amp; 5</p> <p><b>Mock Exam</b> Paper 1: Q 1 – 5</p> <p><b>Literature focus</b> <b>Comparing Poems:</b> Power and Conflict and Unseen Poetry <b>Mock Exam:</b> Paper 2: Modern Text, Poetry Anthology, Unseen Poetry</p> <ul style="list-style-type: none"> <li>▪ Evaluate effect of poetry – which poem is more effective and why?</li> <li>▪ Fiction writing using poetry for inspiration</li> <li>▪ Evaluate effect of own creative writing</li> </ul>
	<b>Entry Level</b>		
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Hercules (Fiction)</li> <li>▪ Real-Life Superheroes (Non-Fiction)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Narrative retell of a Hercules adventure.</li> <li>▪ Short story or article about a favourite real-life hero.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Hunger Games (Dystopian)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Newspaper report</li> <li>▪ Letter writing</li> <li>▪ Describing pictures</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Zoo (Fiction)</li> <li>▪ Animals Around the Word (Non-Fiction)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Creative narrative about a chosen animal.</li> <li>▪ Create a fact file about an animal.</li> </ul>	

<b>Maths</b>	<p><b>GCSE Maths</b> is a core subject and is compulsory at KS4. The students follow the Edexcel GCSE course and it covers a range of topics including Number, Algebra, Ratio, Proportion, Geometry and Measure, Trigonometry, Statistics and Probability. The paper is made up of a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand will increase as you progress through the paper.</p> <p><b>Entry level maths</b> follow AQA which consists of 8 components. The language in the tests is straightforward to allow students to focus on the maths and achieve the results they deserve.</p>		
	<b>GCSE Foundation</b>		
	<ul style="list-style-type: none"> <li>▪ Tables and Charts</li> <li>▪ Pie charts and Scatter graphs</li> <li>▪ Fractions, decimals and percentages</li> <li>▪ Percentages</li> <li>▪ Statistics and questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>▪ The averages</li> <li>▪ Angles, lines and symmetry</li> <li>▪ Polygons and parallel lines</li> <li>▪ Interior and exterior angles of polygons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equations</li> <li>▪ Inequalities</li> <li>▪ Sequences</li> <li>▪ Perimeter and Area</li> <li>▪ 3D forms and volume</li> </ul>
	<b>GCSE Higher</b>		
	<ul style="list-style-type: none"> <li>▪ Ratio and proportion</li> <li>▪ Pythagoras' Theorem and trigonometry</li> <li>▪ Polygons, angles and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Graphs: the basics and real-life graphs</li> <li>▪ Linear graphs and coordinate geometry</li> <li>▪ Quadratic, cubic and other graphs</li> <li>▪ Perimeter, area and 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Circles, cylinders, cones and spheres</li> <li>▪ Accuracy and bounds</li> <li>▪ Transformations</li> <li>▪ Constructions, loci and bearings</li> </ul>
	<b>Entry Level</b>		
	<ul style="list-style-type: none"> <li>▪ Component 1</li> <li>▪ Properties of number</li> <li>▪ Component 2</li> <li>▪ The four operations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Component 3</li> <li>▪ Ratio</li> <li>▪ Component 4</li> <li>▪ Money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Component 5</li> <li>▪ The calendar and time</li> <li>▪ Component 6</li> <li>▪ Measures</li> </ul>
	<b>Unit Award Scheme</b>		
	<ul style="list-style-type: none"> <li>▪ Unit 1</li> <li>▪ Basic maths skills/Properties of number</li> <li>▪ Unit 2</li> <li>▪ The four operations/Addition and subtraction/Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unit 3</li> <li>▪ Fractions</li> <li>▪ Unit 4</li> <li>▪ Money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unit 5</li> <li>▪ The calendar and time</li> <li>▪ Unit 6</li> <li>▪ Mass, capacity and temperature/length and height</li> </ul>

<b>BSL</b>	In KS4 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	<b>Level 1</b>		
	<b>Meeting people</b> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Introductions</li> <li>▪ Conversation</li> </ul>	<b>Weather</b> <ul style="list-style-type: none"> <li>▪ Expanding vocabulary for weather terms</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>▪ Different modes of transport.</li> <li>▪ Asking for directions</li> </ul>
	<b>Using numbers and alphabet</b> <ul style="list-style-type: none"> <li>▪ Shopping</li> <li>▪ Phone numbers</li> <li>▪ Communicating</li> </ul>	<b>Relevant personal information</b> <ul style="list-style-type: none"> <li>▪ Name, age, address</li> <li>▪ Family details brothers, sisters</li> </ul>	<b>Strategies for clarification</b> <ul style="list-style-type: none"> <li>▪ Repetition</li> <li>▪ Changing questions structure</li> </ul>
	<b>Level 2</b>		
	<b>Finger spelling</b> <ul style="list-style-type: none"> <li>▪ Length of words</li> <li>▪ Clarity</li> <li>▪ Speed</li> <li>▪ Spell back</li> <li>▪ Receptive and productive skills</li> </ul> <b>Role Shift</b> <ul style="list-style-type: none"> <li>▪ Explain why this is important in BSL</li> <li>▪ Use of dialogues with peers</li> <li>▪ Transform this into a role shift</li> </ul>	<b>BSL sentence structure</b> <ul style="list-style-type: none"> <li>▪ Recognise the difference between English structure and BSL structure</li> </ul> Use BSL structure in story telling <b>Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Travel</li> <li>▪ Holidays</li> <li>▪ Shopping</li> <li>▪ Spending</li> <li>▪ Eating and drinking</li> </ul>	<b>Conversations</b> <ul style="list-style-type: none"> <li>▪ Placement</li> <li>▪ Hand shape</li> <li>▪ Turn-taking</li> <li>▪ Eye gaze</li> <li>▪ Questions and answers</li> <li>▪ Maintaining a conversation</li> </ul> <b>Signing Space, pace and flow</b> <ul style="list-style-type: none"> <li>▪ Use correct signing space for BSL</li> <li>▪ Use of filming peers and giving feedback</li> <li>▪ Ensure that pace and flow is not too fast or too slow</li> </ul>
	<b>Level 3</b>		
	<b>Covers 6 different topics: home life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.</b>		
	<b>Use receptive and productive skills to engage in varied social interaction.</b> <ul style="list-style-type: none"> <li>▪ Opinion and beliefs</li> <li>▪ Instruction and advice</li> <li>▪ Adapt own language appropriately (Formal and informal)</li> </ul>	<b>Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</b> <ul style="list-style-type: none"> <li>▪ Timelines</li> <li>▪ Range of aspect</li> <li>▪ Range of modal verbs</li> <li>▪ Classifiers</li> <li>▪ Negation and affirmation</li> </ul>	<b>Understand sustained signed communication containing varied language</b> <ul style="list-style-type: none"> <li>▪ Recognise and distinguish facts, opinions, beliefs and feelings.</li> <li>▪ Deaf studies</li> </ul>

**Speech & Language Therapy (SaLT)**

Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.

**Autumn Term 1**  
**Theme: Critical Thinking and Problem Solving Principles**

- To analyse, discuss and problem solve individually and in a small group

**Language Skills**

- Blanks Levels 3 and 4
- Thinking beyond the concrete
- Inferring thoughts, feelings and actions
- Deducing and explaining
- Answering 'Why' in terms of others perception

**Communication Skills**

- Team working skills
- Re-tell, Explain, Reason
- Take on board others ideas
- Use reason and come to conclusions

**Autumn Term 2**  
**Theme: Autobiographical Memories Principles**

- Store memories of life events and learning which includes impact, consequence, feelings and thoughts rather than just facts based memories.

**Language Skills:**

- Blanks level 3 and 4
- Telling a story
- Asking questions and adding comments
- Expanding vocabulary

**Communication Skills**

- Confidence to communicate in front of a small group
- Asking /answering questions within a group
- Mental time travel to retell and learn from experiences
- Elaborating on language, adding to and renegotiating the story

**Spring Term 1 and 2**  
**Theme: Live English SMiLE Principles**

- Strategies to communicate with members of the public who don't know BSL

**Language Skills**

- Spoken English
- Written English
- Pictures
- Pointing
- Gesture

**Communication Skills**

- Enter and Greet
- Module focus
- Leave

**Summer Term 1**  
**Theme: Memory Strategies Principles**

- To understand the components of memory
- To practise memory strategies

**Language Skills**

- To memorize, retrieve and recall
- To evaluate and make choices

**Communication Skills**

- To self-evaluate
- To explain choices

**Summer Term 2**  
**Theme: TalkAbout - Self Esteem and Self Identity Principles**

To use the Talk About Social Skills resource to develop social understanding and Social Intelligence.

**Language Skills:**

- Blanks Level 2 and 3: Describe myself and others

**Communication Skills**

- To work individually and together to better understand myself and others
- To infer and predict from known information

<b>Science</b>	<p><b>At GCSE</b> Students follow the OCR Chemistry Gateway GCSE Specification. This consists of:</p> <ul style="list-style-type: none"> <li>7 units aimed at developing students' broad scientific knowledge as well as their conceptual understanding of a range of topics within chemistry itself. They develop practical and problem-solving skills and an ability to evaluate claims based on science through critical analysis.</li> <li>Examination is through 2 terminal papers in June of year 11</li> </ul> <p><b>At Entry Level</b> Students follow the OCR Entry Level Science Specification. This consists of:</p> <ul style="list-style-type: none"> <li>A maximum of 36 topics, each assessed by an end of topic test set externally, marked internally (End of item tests)</li> <li>A minimum of one practical investigation incorporating identified aspects of working scientifically (Practical Task)</li> <li>A range of practical science activities, normally delivered within the topic teaching, assessed and recorded for skill assessment (can-do tasks)</li> </ul> <p>Topics are delivered in different sequences with different groups to ensure that resources are available to each class as required.</p>		
	<b>GCSE</b>		
	<ul style="list-style-type: none"> <li>Topic C1: Particles</li> </ul>	<ul style="list-style-type: none"> <li>Topic C2: Elements, compounds and mixtures</li> </ul>	<ul style="list-style-type: none"> <li>Topic C3: Chemical reactions</li> </ul>
	<b>Entry Level</b>		
<ul style="list-style-type: none"> <li><b>ELB1</b> Dead or alive (cells)</li> <li><b>ELB2</b> Babies (reproduction)</li> <li><b>ELB3</b> Control systems</li> <li><b>ELB4</b> Fooling your senses</li> <li><b>ELB5</b> Gasping for breath</li> <li><b>ELB6</b> Casualty</li> </ul>	<ul style="list-style-type: none"> <li><b>ELC1</b> Physical or chemical change</li> <li><b>ELC2</b> Acids and alkalis</li> <li><b>ELC3</b> Everything in its place</li> <li><b>ELC4</b> Clean air and water</li> <li><b>ELC5</b> Novel materials</li> <li><b>ELC6</b> Sorting out</li> </ul>	<ul style="list-style-type: none"> <li><b>ELP1</b> Getting the message</li> <li><b>ELP2</b> Full spectrum</li> <li><b>ELP3</b> Medical rays</li> <li><b>ELP4</b> Hot stuff</li> <li><b>ELP5</b> Alternative energy</li> <li><b>ELP6</b> Nuclear power</li> </ul>	
<b>Computing</b>	<p><b>At GCSE</b> students follow the OCR Exam Board Scheme of Work which comprises two exams (Comp1 and Comp2) and a programming project. In Year 10 students will be following the theory work required for Comp1.</p> <p><b>At Entry Level</b> students are following the WJEC Entry Level Pathways which will enable them to achieve an ICT Users Award or ICT Users Certificate (dependent on how many units are completed) at either Entry Level 1, Entry Level 2, Entry Level 3 or Level 1</p>		
	<b>GCSE</b>		
	<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>1.1 System Architecture</li> <li>1.2 Memory and Storage</li> </ul>	<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>1.3 Computer Networks Connections and Protocols</li> <li>1.4 Network Security</li> </ul>	<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>1.5 System Software</li> <li>1.6 Ethical Legal Cultural Environmental Impacts</li> </ul>
	<b>Entry Level</b>		
<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>ICT User Fundamentals</li> <li>Databases</li> </ul>	<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>Spreadsheets</li> <li>Desktop Publishing</li> </ul>	<p>Units followed will be:</p> <ul style="list-style-type: none"> <li>Internet Safety</li> <li>Presentation Software</li> </ul>	

<b>Geography</b>	<p><b>In GCSE Geography</b> students complete 3 components which are divided in to 2 or 3 sections:          Living in the UK today: 3 sections - Landscapes of the UK, people of the UK and UK Environmental challenges          The World around us; 3 sections - Ecosystems of the planet, People of the Planet and Environmental Threats to our planet.          Geographical Skills: 2 sections – geographical skills and fieldwork skills. Students complete human and physical fieldwork.          Each component has an exam at the end of year 2.</p>		
	<ul style="list-style-type: none"> <li>▪ People of the Planet</li> <li>▪ Ecosystems of the Planet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ecosystems of the Planet</li> <li>▪ Landscapes of the UK</li> </ul>	<ul style="list-style-type: none"> <li>▪ Landscapes of the UK</li> <li>▪ Geographical skills and human and physical fieldwork data collection</li> </ul>
<b>Humanities</b>	<p>In Humanities Entry Pathways students complete a variety of units linked to geography, history and RE. Units are worth credits and the aim is to complete 13 credits to achieve an Entry Level certificate. Students will work at Entry level 2 or Entry Level 3.          All work is coursework based which is sent off to examiners to be verified at the start of May in year 2.</p>		
	<p><b>People and Protest</b></p> <ul style="list-style-type: none"> <li>▪ Learn about different reasons that people protest.</li> <li>▪ Learn about the American civil Rights movement, and life under segregation in the Southern States of the USA.</li> <li>▪ Learn about the protest methods of key American figures such as Martin Luther King, Malcolm X and Rosa Parks.</li> </ul>	<p><b>RE: Places of Worship</b></p> <ul style="list-style-type: none"> <li>▪ Explore key features are found in a place of worship.</li> <li>▪ Learn where the key features are situated in the place of worship.</li> <li>▪ Answer why certain religious features are used in worship.</li> <li>▪ Give reasons why certain religious features are important to believers.</li> <li>▪ Explore the appropriate behaviour in a place of worship.</li> <li>▪ Learn the reasons why certain behaviour is expected in a place of worship.</li> </ul>	<p><b>History: A British Society in the Past</b></p> <ul style="list-style-type: none"> <li>▪ Learn about the Second World war in Britain</li> <li>▪ Learn about the lives of ordinary people and key individuals during the war.</li> <li>▪ Learn about common similarities and differences between life today and life during World War 2.</li> </ul>

## Art & Design

**At GCSE** it is designed to encourage learners to develop knowledge, skills and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style. In Art, Craft and Design, learners must work in two or more titles from the following; fine art: drawing, painting, printmaking or sculpture, graphic communication: illustration, packaging or advertising, textile design: printed and digital textiles, stitched and/or embellished textiles, three dimensional design: ceramics, product design or jewellery.

**In OCR's Entry Level Certificate** in Art and Design provides learners with creative, exciting and practical opportunities to develop their artistic skills through their individual exploration of art, craft and design. It enables learners to develop creativity, imagination, communication and practical skills, and to express ideas, feelings and meanings through art, craft and design.

### GCSE

#### Formal elements of art

- Learn about the formal elements of art which are line, shape, form, tone, texture, pattern, colour and composition.
- Use formal elements of art to make a series of different art works

#### Identity

- Complete a series of different observational studies of self in different drawing materials and to create a large piece of work of self.

#### Component 01: Portfolio

Learners must show they have:

- Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point.
- Produced material informed by context that is relevant to the development of their ideas
- Refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen title and area of study
- Recorded ideas, observations and insights relevant to intentions as work progresses
- Presented a personal and meaningful response that realises intentions

#### Component 01: Portfolio

Learners must show they have:

- Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point.
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- Recorded ideas, observations and insights relevant to intentions as work progresses
- Presented a personal and meaningful response that realises intentions

### Entry Level

#### Formal elements of art

- Learn about the formal elements of art which are line, shape, form, tone, texture, pattern, colour and composition.
- Use formal elements of art to make a series of different art works

#### Identity

- Complete a series of different observational studies of self in different drawing materials. and to create a large piece of work of self

#### Component 01: Portfolio

Learners must show they have:

- Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point.
- Produced material informed by context that is relevant to their focus study
- Refined work by exploring ideas, selecting and experimenting with media
- Recorded ideas, observations and insights relevant to intentions as work progresses
- Presented a personal and meaningful response that realises intentions

#### Component 01: Portfolio

Learners must show they have:

- Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point.
- Produced material informed by context relevant to the development of their ideas
- Refined work by exploring ideas, selecting and experimenting with media
- Recorded ideas, observations and insights relevant to intentions as work progresses
- Presented a personal and meaningful response that realises intentions



## Food Technology

**At GCSE level**, pupils will be complete AQA Food Preparation and Nutrition. There are five preparation skills that the students will cover, these are: food, nutrition and health, food science, food safety, food choice and food provenance. At the end of the two year course, pupils complete a written exam which totals 50% of the GCSE mark. The other 50% is attained through completion of two coursework projects, one being a food investigation, whereby pupils will show an understanding of the working characteristics, functional and chemical properties of ingredients. The second coursework involves the assessment of food preparation, whereby pupils’ knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of time, normally a maximum of three hours.

**At Entry Level** WJEC Food, pupils will complete teacher assessed modules which will include: identifying the current nutritional guidelines outlined by the government, the functions of nutrients and their main sources. Finally, to be able to plan, prepare healthy meals using a variety of cooking methods.

### GCSE

#### Food, Nutrition and Health

- To be able to plan and make healthy meals, with the awareness of nutritional content and function (macro and micro nutrients)
- How to adapt and make meals in a healthier way, suitable for different dietary needs of population groups e.g. teenagers, elderly, vegetarians and small children.

#### Food Safety

- To have in depth knowledge of food safety and hygiene.
- To be able to demonstrate how to work safely in the kitchen and to store food correctly using different preservation methods.
- Be aware of food spoilage and contamination and show understanding of microorganisms and enzymes.

#### Food Choice and Food Provenance

- Show an extensive understanding of factors which influence food choice, in relation to a number of factors, e.g.health, lifestyles, preferences, cost, religion cultural beliefs and medical conditions.
- Be able to cost recipes and make modifications.
- Food labelling and marketing influences. Explore information about food available to the consumer, including labelling and marketing, influences food choice.
- Investigate British and international cuisines and be able to complete a comprehensive sensory evaluation, comparable to the food industry.

### Entry Level

#### Current Nutritional Guidelines

- To be able to outline the Government’s Nutritional Guidelines and to be able to show understanding of the importance and implications on health.
- To be able to plan and make healthy dishes using the healthy eating guidelines.

#### Nutritional Knowledge

- To be able to identify the main nutrients needed by the body, their functions and their main sources of food/drink.
- To be able to plan and make dishes, with nutritional awareness.

#### Plan and make dishes using healthy and alternative foods and cooking methods.

- Modify/adapt recipes by: using knowledge about nutritional content of food/healthy eating guidelines, using suitable alternatives, incorporating other ingredients and selecting healthier cooking methods.

## Design & Technology

**During the D&T GCSE** in Y10 pupils will complete a variety of projects to broaden their capabilities further, by working with different materials and equipment such as casting and turning apparatus. Pupils will begin working towards the GCSE theory exam by learning about all the key aspects of materials, sustainability and design principles. A streamlined practise portfolio will be completed so pupils understand the process and expectations of the 'none exam assessment' and finally, in June, will begin the Y11 coursework for real.

During the D&T Unit Award Scheme pupils will complete a variety of practical projects using a range of materials and media to further their knowledge and abilities. This will progress onto a range of carpentry and joinery type units to teach the basics of a variety of traditional joints and skills. This will support pupils who wish to take the subject in P16 at a more vocational and hands on level.

Pupils will make a variety of projects from the options below.

### GCSE

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| <ul style="list-style-type: none"> <li>▪ <b>Breeze block carving</b> – design and carve a gargoye type head from soft breeze block</li> <li>▪ <b>Camping Stove</b> – design and manufacture a folding or collapsible camping stove from aluminium</li> <li>▪ <b>Drink aftershave bottle</b> – design and turn a drink or aftershave bottle from hardwood</li> <li>▪ <b>Electric buggy</b> – manufacture and program a small buggy from a range of materials</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Pewter logo</b> – design and manufacture a logo for yourself using inspiration and cast it using pewter metal</li> <li>▪ <b>Pinball machine</b> – design and manufacture a working pinball game using timber and electronics, program the game to react when the game is lost</li> <li>▪ <b>Crane structures</b> – design and manufacture a structure to hold as much weight as possible a certain distance off the edge of a bench</li> </ul> | <p><b>Practise portfolio</b> – design and model a new design for a chair or bed side table following the iterative design process</p> <p>Prepare and begin coursework</p> |
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### AQUAS

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| <p><b>Breeze block carving</b> – design and carve a gargoye type head from soft breeze block</p> <p><b>Camping Stove</b> – design and manufacture a folding or collapsible camping stove from aluminium</p> <p><b>Ergonomic Hammer</b> – turn a pin hammer using steel and hardwood</p> | <p><b>Sweet dispenser</b> – design and manufacture an electronic sweet dispenser using simple programming skills</p> <p><b>Pewter logo</b> – design and manufacture a logo for yourself using inspiration and cast it using pewter metal</p> <p><b>Award Trophy</b> – design and manufacture a trophy for a particular award using wire, wood and Modroc</p> | <p><b>Electric buggy</b> – manufacture and program a small buggy from a range of materials</p> <p><b>Joints practise</b> – manufacture a range of traditional wooden joints used in a range of furniture and joinery type products</p> |
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<b>Entry Pathways Healthy Living and Fitness qualification provides learners with the opportunity to participate in a variety of sporting and health and fitness activities. Learners will develop an understanding of factors which contribute to their own and others healthy living and fitness</b>			
<b>Healthy Living &amp; Fitness</b>	<b>Entry Level 3 Certificate</b>		
	<p><b>Frequent and Regular exercise</b> The aim of this unit is to enable learners to engage in a variety of physical fitness activities which have a direct affect on their health, fitness and well-being.</p>	<p><b>Individual or Partner exercise</b> This unit aims to enable learners develop a range of physical skills required to play an individual or partner activity.</p>	
<b>The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.</b>			
<b>Physical Education (PE)</b>	<p><b>Golf</b> To be a confident and competent in understanding the best stance and swing to be able to place the ball a varying distance and heights</p>	<p><b>Trampolining</b> To work through the British Gymnastics trampoline award scheme developing individual skills and combined skills <b>Entry Level Assessed</b></p>	<p><b>Cycling and BMX</b> To show competent use of brakes, gears, balance and manoeuvring around a familiar terrain, either using a 2 or 3 wheel bike. When using a BMX understand the differences between cycling and adapt to using a different bike and riding on a different terrain</p>
	<p><b>Basketball</b> Small sided games focusing on skills such as passing, catching, dribbling, footwork and shooting. To be able to understand the rules and conventions of the game <b>Entry Level Assessed</b></p>	<p><b>Badminton</b> To recognise and be able to use a variety of shots using forehand, backhand or both. To be able to outwit an opponent in a game of singles or doubles. To be able to understand the rules and conventions of the game</p>	<p><b>Athletics</b> Developing skills in a collection of sporting events across a number of disciplines, including running, jumping and throwing event <b>Entry Level Assessed</b></p>
	<p><b>Fitness Centre</b> To develop understanding and independence in using a variety of gym equipment. <b>Entry Level Assessed</b></p>	<p><b>Indoor climbing Wall</b> To be able to climb and abseil with confidence on a variety of different levels climbing routes</p>	<p><b>Rounders</b> A striking and fielding team game that develops skills in batting, fielding, bowling, throwing, catching and outwitting the opposing team. To be able to understand the rules and conventions of the game</p>

<b>Citizenship</b>	<p>Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.</p>		
	<p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>▪ What is remembrance day?</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>▪ What is climate change?</li> <li>▪ What are everyday materials made from?</li> <li>▪ Recycling</li> <li>▪ Assess the effectiveness of RSDD recycling</li> <li>▪ Report for the Head Teacher</li> </ul> <p><b>Christmas Traditions</b></p> <ul style="list-style-type: none"> <li>▪ How do Christmas traditions differ in families and around the world?</li> </ul>	<p><b>The role of Courts</b></p> <ul style="list-style-type: none"> <li>▪ What is the purpose of a court?</li> <li>▪ Who are the people you would see in the court and what is their role?</li> <li>▪ Visit to a court</li> </ul> <p><b>Charity Event Planning</b></p> <ul style="list-style-type: none"> <li>▪ Plan a charity event for the school</li> <li>▪ Understand why money is being raised</li> <li>▪ Communicate effectively with staff, pupils and parents</li> </ul>	<p><b>Elections</b></p> <ul style="list-style-type: none"> <li>▪ Understand how the system of elections in the UK</li> <li>▪ School election – vote for themed lunch</li> </ul> <p><b>Finances</b></p> <ul style="list-style-type: none"> <li>▪ Income and expenditure</li> <li>▪ Savings</li> </ul> <p><b>Whole School Enterprise Project</b></p> <ul style="list-style-type: none"> <li>▪ Organise a stall for Open Day</li> <li>▪ Work within a theme and budget</li> <li>▪ Create advertising materials</li> <li>▪ Communicate with others</li> <li>▪ Develop an understanding of buying and selling</li> </ul>
<b>Careers Education Information &amp; Guidance</b>	<p>Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.</p>		
	<p><b>Interview Techniques</b></p> <p><b>All pupils will participate in mock interviews</b></p> <ul style="list-style-type: none"> <li>▪ Writing a CV</li> <li>▪ Interview questions practice</li> <li>▪ The role of the interpreter</li> <li>▪ Practice using an interpreter</li> <li>▪ Mock interview, review and feedback</li> </ul>		<p><b>Work experience</b></p> <ul style="list-style-type: none"> <li>▪ How to evaluate strengths and interests in relation to career development</li> <li>▪ About opportunities in learning and work</li> <li>▪ Strategies for overcoming challenges or adversity</li> <li>▪ About responsibilities in the workplace</li> <li>▪ How to manage practical problems and health and safety</li> <li>▪ How to maintain a positive personal presence online</li> </ul>

<b>PSHE Curriculum Overview</b>			
<b>PSHE</b>	PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.		
	<ul style="list-style-type: none"> <li>▪ How to effectively budget and evaluate savings options</li> <li>▪ How to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>▪ How data is generated, collected, shared, the influence of targeted advertising</li> <li>▪ How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>▪ Strategies for managing influences related to gambling, including online</li> <li>▪ The relationship between gambling and debt</li> <li>▪ The law and illegal financial activities, including fraud and cybercrime</li> <li>▪ How to manage risk in relation to financial activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relationship values and the role of pleasure in relationships</li> <li>▪ The opportunities and risks of forming and conducting relationships online</li> <li>▪ The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>▪ Asexuality, abstinence and celibacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ The impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>▪ How drugs and alcohol affect decision making</li> <li>▪ How to keep self and others safe in situations that involve substance use</li> <li>▪ How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>▪ How to seek help for substance use and addiction</li> </ul>
<b>Wellbeing</b>	Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.		
	<b>Mental Health</b> <ul style="list-style-type: none"> <li>▪ How to manage challenges during adolescence</li> <li>▪ How to reframe negative thinking</li> <li>▪ Strategies to promote mental health and emotional wellbeing</li> <li>▪ About the signs of emotional or mental ill-health</li> <li>▪ How to access support and treatment</li> <li>▪ About the portrayal of mental health in the media</li> </ul>	<b>Healthy Relationship</b> <ul style="list-style-type: none"> <li>▪ About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>▪ How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>▪ How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> </ul>	<b>Exploring influence</b> <ul style="list-style-type: none"> <li>▪ About positive and negative role models</li> <li>▪ How to evaluate the influence of role models and become a positive role model for peers</li> <li>▪ About the media's impact on perceptions of gang culture</li> <li>▪ Exit strategies for pressurised or dangerous situations</li> <li>▪ Exam Stress Management</li> <li>▪ Pride Month (June 2024)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How to challenge stigma, stereotypes and misinformation</li> <li>▪ World Mental Health Day (10/10/23)</li> <li>▪ Anti-Bullying Week (13/11/23 – 17/11/23)</li> <li>▪ Audiology</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to recognise and challenge victim blaming</li> <li>▪ ‘Alright Charlie’ 10B (Online Safety/Safer Internet Day 06/02/24)</li> <li>▪ Grooming online 10A (Online Safety/Safer Internet Day 06/02/24)</li> <li>▪ World Health Day (07/04/24)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wellbeing group sessions (led by the school art therapist)</li> </ul>
<b>Duke of Edinburgh Award</b>	All pupils will have the opportunity to participate in the Bronze Duke of Edinburgh Award.		
	The Bronze Award has four main parts <ul style="list-style-type: none"> <li>▪ Volunteering section</li> <li>▪ Skills section</li> <li>▪ Physical activity section</li> <li>▪ Expedition which includes camping, cooking outside and travelling by foot/cycle/canoe in the countryside for two days and one night.</li> <li>▪ Full training ensures that you will be safe and confident</li> </ul>		