



Year 10 Curriculum Overview

2024-2025

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	Autumn Term	Spring Term	Summer Term
English	<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>		
	GCSE		
	<p>Language focus Paper 1: Q1 & 2</p> <p>Literature focus Modern Text: <i>An Inspector Calls</i> – J.B. Priestley 19th Century Text: <i>The Sign of Four</i> – Conan Doyle</p> <ul style="list-style-type: none"> ▪ Practice retrieval and inference skills in response to texts ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor 	<p>Language focus Paper 1: Q3 & 5</p> <p>Literature focus Poetry Anthology: Power and Conflict</p> <ul style="list-style-type: none"> ▪ Fiction writing using poetry for inspiration ▪ Analysis of structure in poetry and fiction extracts ▪ Continue to develop language analysis skills through poetry annotation 	<p>Language focus Paper 1: Q4 & 5</p> <p>Mock Exam Paper 1: Q 1 – 5</p> <p>Literature focus Comparing Poems: Power and Conflict and Unseen Poetry Mock Exam: Paper 2: Modern Text, Poetry Anthology, Unseen Poetry</p> <ul style="list-style-type: none"> ▪ Evaluate effect of poetry – which poem is more effective and why? ▪ Fiction writing using poetry for inspiration ▪ Evaluate effect of own creative writing
	Entry Level		
	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Hunger Games</i> (Suzanne Collins) ▪ <i>Noughts and Crosses</i> (Malorine Blackman ad. Dominic Cooke) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Writing to describe ▪ Writing to inform 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Hunger Games</i> (Suzanne Collins) ▪ <i>Noughts and Crosses</i> (Malorine Blackman ad. Dominic Cooke) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Newspaper report ▪ Letter writing ▪ Describing pictures 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ Zoo (Fiction) ▪ Animals Around the Word (Non-Fiction) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative narrative about a chosen animal. ▪ Create a fact file about an animal.

Maths	<p>GCSE Maths 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>Entry level maths 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>		
	GCSE Foundation		
	<ul style="list-style-type: none"> ▪ Tables and Charts ▪ Pie charts and Scatter graphs ▪ Fractions, decimals and percentages ▪ Percentages ▪ Statistics and questionnaires 	<ul style="list-style-type: none"> ▪ The averages ▪ Angles, lines and symmetry ▪ Polygons and parallel lines ▪ Interior and exterior angles of polygons 	<ul style="list-style-type: none"> ▪ Equations ▪ Inequalities ▪ Sequences ▪ Perimeter and Area ▪ 3D forms and volume
	GCSE Higher		
	<ul style="list-style-type: none"> ▪ Ratio and proportion ▪ Pythagoras' Theorem and trigonometry ▪ Polygons, angles and parallel lines 	<ul style="list-style-type: none"> ▪ Graphs: the basics and real-life graphs ▪ Linear graphs and coordinate geometry ▪ Quadratic, cubic and other graphs ▪ Perimeter, area and 3D forms 	<ul style="list-style-type: none"> ▪ Circles, cylinders, cones and spheres ▪ Accuracy and bounds ▪ Transformations ▪ Constructions, loci and bearings
	Entry Level		
	<ul style="list-style-type: none"> ▪ Component 1 ▪ Properties of number ▪ Component 2 ▪ The four operations 	<ul style="list-style-type: none"> ▪ Component 3 ▪ Ratio ▪ Component 4 ▪ Money 	<ul style="list-style-type: none"> ▪ Component 5 ▪ The calendar and time ▪ Component 6 ▪ Measures
	Unit Award Scheme		
<ul style="list-style-type: none"> ▪ Unit 1 ▪ Basic maths skills/Properties of number ▪ Unit 2 ▪ The four operations/Addition and subtraction/Multiplication and division 	<ul style="list-style-type: none"> ▪ Unit 3 ▪ Fractions ▪ Unit 4 ▪ Money 	<ul style="list-style-type: none"> ▪ Unit 5 ▪ The calendar and time ▪ Unit 6 ▪ Mass, capacity and temperature/length and height 	

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

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

Science	<p>At GCSE Students follow the Edexcel iGCSE Single Science Specification. This consists of:</p> <ul style="list-style-type: none"> ▪ 5 Biology units, 4 Chemistry units and 8 Physics units, taught in parallel, one lesson on each subject area per week. ▪ This is examined through 3 papers in year 11. <p>At Entry Level Students follow the OCR Entry Level Science Specification. This consists of:</p> <ul style="list-style-type: none"> ▪ A maximum of 36 topics, each assessed by an end of topic test set externally, marked internally (End of item tests) ▪ A minimum of one practical investigation incorporating identified aspects of working scientifically (Practical Task) ▪ A range of practical science activities, normally delivered within the topic teaching, assessed and recorded for skill assessment (can-do tasks) <p>Topics are delivered in different sequences with different groups to ensure that resources are available to each class as required.</p>		
	GCSE		
	<p>Biology</p> <ul style="list-style-type: none"> ▪ The nature and variety of living organisms ▪ Structure and function in living organisms ▪ Reproduction and inheritance 	<p>Chemistry</p> <ul style="list-style-type: none"> ▪ Principles of chemistry ▪ Inorganic chemistry 	<p>Physics</p> <ul style="list-style-type: none"> ▪ Forces and motion ▪ Electricity ▪ Waves ▪ Energy resources and energy transfers
	Entry Level		
<ul style="list-style-type: none"> ▪ ELB1 Dead or alive (cells) ▪ ELB2 Babies (reproduction) ▪ ELB3 Control systems ▪ ELB4 Fooling your senses ▪ ELB5 Gasping for breath ▪ ELB6 Casualty 	<ul style="list-style-type: none"> ▪ ELC1 Physical or chemical change ▪ ELC2 Acids and alkalis ▪ ELC3 Everything in its place ▪ ELC4 Clean air and water ▪ ELC5 Novel materials ▪ ELC6 Sorting out 	<ul style="list-style-type: none"> ▪ ELP1 Getting the message ▪ ELP2 Full spectrum ▪ ELP3 Medical rays ▪ ELP4 Hot stuff ▪ ELP5 Alternative energy ▪ ELP6 Nuclear power 	

Computing	<p>At GCSE 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>At Entry Level 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>		
	GCSE		
	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ 1.1 System Architecture ▪ 1.2 Memory and Storage 	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ 1.3 Computer Networks Connections and Protocols ▪ 1.4 Network Security 	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ 1.5 System Software ▪ 1.6 Ethical Legal Cultural Environmental Impacts
	Entry Level		
	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ ICT User Fundamentals ▪ Databases 	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ Spreadsheets ▪ Desktop Publishing 	<p>Units followed will be:</p> <ul style="list-style-type: none"> ▪ Internet Safety ▪ Presentation Software
Geography	<p>In GCSE Geography 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"> ▪ People of the Planet ▪ Ecosystems of the Planet 	<ul style="list-style-type: none"> ▪ Ecosystems of the Planet ▪ Landscapes of the UK 	<ul style="list-style-type: none"> ▪ Landscapes of the UK ▪ Geographical skills and human and physical fieldwork data collection
Humanities	<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.</p> <p>All work is coursework based which is sent off to examiners to be verified at the start of May in year 2.</p>		

	<p>People and Protest</p> <ul style="list-style-type: none"> ▪ Learn about different reasons that people protest. ▪ Learn about the American civil Rights movement, and life under segregation in the Southern States of the USA. ▪ Learn about the protest methods of key American figures such as Martin Luther King, Malcolm X and Rosa Parks. AC1.1 Give general reasons why people decide to protest ▪ AC1.2 Give reasons why specific groups decided to protest. ▪ AC2.1 Outline methods used by groups to protest. ▪ AC2.2 Give reasons why protest groups used certain methods. ▪ AC3.1 Indicate whether the protests studied improved people's lives. ▪ AC3.2 Give reasons why the protests studied were successful or not successful. 	<p>RE: Places of Worship</p> <ul style="list-style-type: none"> ▪ LO1: Know what religious features are found in a place of worship. ▪ AC1.1 Identify (L2)/outline (L3) features found in TWO place of worship which are used in worship. ▪ AC1.2 State where certain features are situated in the place of worship. LO2: Understand why religious features used in a place of worship are important. ▪ AC2.1 Select (L2)/give (L3) reasons why certain religious features are used in worship. ▪ AC2.2 Select (L2)/give (L3) reasons why the buildings used as places of worship are important to believers. ▪ LO3: Understand what is considered appropriate behaviour in a place of worship. ▪ AC3.1 Identify appropriate behaviour in each place of worship. ▪ AC3.2 Select reasons why certain behaviour is expected in these places of worship. ▪ Explore key features are found in a place of worship. ▪ Learn where the key features are situated in the place of worship. ▪ Answer why certain religious features are used in worship. ▪ Give reasons why certain religious features are important to believers. ▪ Explore the appropriate behaviour in a place of worship. ▪ Learn the reasons why certain behaviour is expected in a place of worship. 	<p>History: A Non-British Society in the Past</p> <ul style="list-style-type: none"> ▪ Learn about the Soviet Union ▪ Learn about the lives of ordinary people and key individuals living in Cold War Soviet Union. ▪ Learn about common similarities and differences between life today in the UK and life during the Cold War in Russia. ▪ AC1.1 Outline features and characteristics of a particular non-British society in the past. ▪ AC1.2 Outline the importance of certain people in a particular non-British society in the past. AC2.1 Identify similarities between a particular non-British society in the past and their own times. ▪ AC2.2 Outline how people's lives in a particular non-British society in the past were different from life today. ▪ AC3.1 Categorise different types of historical sources from a particular non-British society in the past. ▪ AC3.2 Use historical sources to make observations about a particular nonBritish society in the past.
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Art & Design	<p>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.</p> <p>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.</p>		
	GCSE		
	<p>Formal elements of art</p> <ul style="list-style-type: none"> ▪ 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 <p>Identity</p> <ul style="list-style-type: none"> ▪ Complete a series of different observational studies of self in different drawing materials and to create a large piece of work of self. 	<p>Component 01: Portfolio</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Component 01: Portfolio</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> ▪ 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
	Entry Level		
<p>Formal elements of art</p> <ul style="list-style-type: none"> ▪ 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 work 	<p>Component 01: Portfolio</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Component 01: Portfolio</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> ▪ 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 	

	<p>Identity</p> <ul style="list-style-type: none"> Complete a series of different observational studies of self in different drawing materials. and to create a large piece of work of self 	<ul style="list-style-type: none"> Recorded ideas, observations and insights relevant to intentions as work progresses Presented a personal and meaningful response that realises intentions 	<ul style="list-style-type: none"> Recorded ideas, observations and insights relevant to intentions as work progresses Presented a personal and meaningful response that realises intentions
Food Technology	<p>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.</p> <p>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.</p>		
	GCSE		
	<p>Food, Nutrition and Health</p> <ul style="list-style-type: none"> 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. 	<p>Food Safety</p> <ul style="list-style-type: none"> 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. 	<p>Food Choice and Food Provenance</p> <ul style="list-style-type: none"> 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		
	<p>Current Nutritional Guidelines</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Nutritional Knowledge</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Plan and make dishes using healthy and alternative foods and cooking methods.</p> <ul style="list-style-type: none"> ▪ 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	<p>During Y10 pupils will prepare for their GCSE or Entry level course in D&T. To do this they 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. They will also complete a streamlined version of the Y11 design portfolio as practise. This will allow pupils to understand the process and expectations of the non-exam assessment. Finally, in June, pupils will begin their Y11 coursework for real.</p>		
	<p>From September to Easter in Y10 pupils will make a variety of projects from the options below:</p>		
	<p>Breeze block carving – design and carve a gargoyle type head from soft breeze block Ergonomic Hammer – turn a pin hammer from steel and hardwood using the lathes Drink aftershave bottle – improve their 3D drawing skills, then design and turn a drink or aftershave bottle from hardwood and foam Pewter logo – design and manufacture a logo for yourself using inspiration and cast it using pewter metal Pinball machine – manufacture a working pinball game using timber and electronics, program the game to react to inputs and control outputs Practise portfolio – design and model a new concept for improving access to working at home by following the iterative design process</p>		
Healthy Living & Fitness	<p>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</p>		
	Entry Level 3 Certificate		
	<p>Frequent and Regular exercise</p> <p>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>Individual or Partner exercise</p> <p>This unit aims to enable learners develop a range of physical skills required to play an individual or partner activity.</p>	

Certificate in Sport Level 1	Level 1		
	<p>Personal Exercise and Fitness The aim of the unit is to understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded. Learners will actively participate in exercise and fitness activities to improve their fitness levels</p>	<p>Effect of exercise on human body systems The aim of the unit is to understand the structure and function of the skeletal, muscular, respiratory and cardiovascular systems, and the effects of exercise on these systems</p>	<p>Taking part in sport In this unit, learners will participate in sport. They'll develop an understanding of why people participate in sport and the skills and techniques required for a range of team and individual sports. Learners will actively participate in sports activities, and they'll also have the opportunity to review their participation over time, identifying areas for improvement</p>

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Physical Education (PE)	<p>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.</p>		
	<p>Basketball Apply and embed knowledge and understanding in the essentials skills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding (Entry Level Assessed)</p> <p>Fitness Centre Apply and embed knowledge and understanding in the essential skills – cardiovascular/respiratory endurance, stamina, strength, flexibility, coordination and agility. To apply safe practice when using various gym equipment and follow and complete a fitness programme. (Entry Level Assessed)</p>	<p>Trampolineing Apply and embed knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings (Entry Level Assessed)</p> <p>Badminton Consolidate and apply knowledge and understanding in the essentials skills grip, stance serve, footwork and shots (clear, drop, smash and net)</p> <p>Golf Develop, refine and consolidate knowledge and understanding in the essentials skills – .pre swing fundamentals – grip, aim and setup, club face control, swing – strike, width in golf swing and pivot.</p>	<p>BMX Develop, refine and consolidate knowledge and understanding in the essentials skills – riding out of the seat, braking, shifting of weight, balance, body posture and cornering.</p> <p>Cycling Continue to develop and refine knowledge, understanding and confidence in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering</p> <p>Athletics Apply and embed knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance) (Entry Level Assessed)</p> <p>Rounders Apply and embed knowledge and understanding in the essential skills –batting, throwing, catching, bowling and running</p>

Citizenship	<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>What are the strengths and weaknesses of the legal system?</p> <ul style="list-style-type: none"> ▪ How are laws made? ▪ Who enforces the law? ▪ What is the difference between criminal and civil law? ▪ What is the purpose of punishment? ▪ What are the types of punishment? ▪ Does law in the UK need updating? ▪ A visit to a mock courtroom 	<p>What are the strengths and weaknesses of the UK democratic system?</p> <ul style="list-style-type: none"> ▪ What is democracy? ▪ Is direct democracy better? ▪ Are elections truly fair? ▪ Why is media freedom necessary in a democracy? ▪ How can we improve democracy in the UK? ▪ Deliberative Debate: What are the strengths and weaknesses of democracy in the UK? <p>Charity Event Planning</p> <ul style="list-style-type: none"> ▪ Plan a charity event for the school Understand why money is being raised Communicate effectively with staff, pupils and parents 	<p>How does the economy work?</p> <ul style="list-style-type: none"> ▪ Understanding the economy: Is Government Action led by the UK Economy? ▪ Understanding taxation and government spending. Can taxes be avoided? ▪ Understanding local authority spending. What are the financial challenges facing local authorities? ▪ Understanding the debate over privatisation: Should public services be privatised? ▪ Understanding risk management. How well have the UK government managed risk? ▪ What role can citizens play in the future of the UK economy? <p>Whole School Enterprise Project</p> <ul style="list-style-type: none"> ▪ Organise a stall for Open Day ▪ Work within a theme and budget ▪ Create advertising materials ▪ Communicate with others ▪ Develop an understanding of buying and selling
Careers Education Information & Guidance	<p>Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.</p>		
	<p>Interview Techniques</p> <p>All pupils will participate in mock interviews</p> <ul style="list-style-type: none"> ▪ Writing a CV ▪ Interview questions practice ▪ The role of the interpreter ▪ Practice using an interpreter ▪ Mock interview, review and feedback 	<p>Work experience</p> <p>How to evaluate strengths and interests in relation to career development</p> <p>About opportunities in learning and work • strategies for overcoming challenges or adversity</p> <p>About responsibilities in the workplace</p> <p>How to manage practical problems and health and safety</p> <p>How to maintain a positive personal presence online</p>	

PSHE/Wellbeing

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.

Mental Health

- Managing challenges during adolescence
- How to reframe negative thinking
- Strategies to promote mental health and emotional wellbeing
- About the signs of emotional or mental ill-health
- How to access support and treatment
- About the portrayal of mental health in the media
- How to challenge stigma, stereotypes and misinformation
- World Mental Health Day (10/10/23)
- Anti-Bullying Week (13/11/23 – 17/11/23)

Financial decision making

- How to effectively budget and evaluate savings options
- How to prevent and manage debt, including understanding credit rating and pay day lending
- How data is generated, collected, shared, the influence of targeted advertising
- How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling
- Strategies for managing influences related to gambling, including online
- The relationship between gambling and debt
- The law and illegal financial activities, including fraud and cybercrime
- Manage risk in relation to financial activities

Healthy Relationship

- About myths, assumptions, misconceptions and social norms about sex and relationships
- How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
- How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
- How to recognise and challenge victim blaming
- Relationship values and the role of pleasure in relationships
- The opportunities and risks of forming and conducting relationships online
- The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent
- Asexuality, abstinence and celibacy

Exploring influence

- Positive and negative role models
- How to evaluate the influence of role models and become a positive role model for peers
- The media’s impact on perceptions of gang culture
- The impact of drugs and alcohol on individuals, personal safety, families and wider communities

Substance use and abuse

- The impact of drugs and alcohol on individuals, personal safety, families and wider communities
- How drugs and alcohol affect decision making
- How to keep self and others safe in situations that involve substance use
- How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime
- How to seek help for substance use and addiction

Addressing extremism and radicalisation

- Communities, inclusion, respect and belonging
- The Equality Act, diversity and values
- How social media may distort, mis-represent or target information in order to influence beliefs and opinions
- How to manage conflicting views and misleading information
- How to safely challenge discrimination, including online
- How to recognise and respond to extremism and radicalisation
- Exit strategies for pressurised or dangerous situations
- Exam Stress Management

**Duke of
Edinburgh Award**

All pupils will have the opportunity to participate in the Bronze Duke of Edinburgh Award.

The Bronze Award has four main parts

- Volunteering section
- Skills section
- Physical activity section
- Expedition which includes camping, cooking outside and travelling by foot/cycle/canoe in the countryside for two days and one night.
- Full training ensures that you will be safe and confident