



# Curriculum Provision

# Year 10

# 2020-21

| Subject   | Autumn  |          | Spring  |          | Summer   |          |
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|   | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
| <b>English</b><br><br>*Please note in addition to topics outlined, Year 10 will access an individual reading session aimed to help equip them for reading skills in KS4 English and beyond. | <b>Focus: Our Environment</b><br><br><u>Learning objectives:</u> <ul style="list-style-type: none"> <li>• Explore environmental issues through a range of texts including fiction and non-fiction</li> <li>• Retrieve specific information from a text and summarise it through writing and speaking tasks</li> <li>• Plan, draft and edit written work to make improvements</li> <li>• Use ICT, art and design skills to design and make an eco-product</li> <li>• Give a formal presentation to the group based on an environmental product or idea</li> <li>• Identify the conventions of persuasive writing and use these to write a formal letter</li> <li>• Express opinions and listen to others regarding environmental issues</li> </ul> |          | <b>Focus: Running Wild</b><br><br><u>Learning objectives:</u> <ul style="list-style-type: none"> <li>• Study a literary text and respond to the themes, characters, plot and setting through their written work and speaking and listening tasks</li> <li>• Make predictions about the plot throughout the text</li> <li>• Make connections between the novel and previous topic</li> <li>• Work in role to present a character from the novel</li> <li>• Develop skills in creative writing skills to write imaginatively following the ending of the novel</li> <li>• Sequence events from the novel</li> </ul> |          | <b>Focus: Exam preparation and Creative writing</b><br><br><u>Learning objectives:</u> <ul style="list-style-type: none"> <li>• Become familiar with the format of practise papers</li> <li>• Read and retrieve information from a text</li> <li>• Develop secure comprehension skills</li> <li>• Identify facts and opinions</li> <li>• Comment on some language choices</li> <li>• Infer meanings</li> <li>• Identify the purpose of texts</li> <li>• Use context to establish sense</li> <li>• Summarise information from a text</li> </ul> |          |
| <b>Science</b>  | <b>WJEC Entry Pathways + GCSE Combined Science Today: 6210/E2 6210/E3</b><br><br><b>Focus: Working with electrical circuits</b><br><br><u>Learning Objectives:</u><br>Pupils to be able to identify simple electrical components and their symbols.<br>To build range of working electrical circuits and draw the circuit diagram.<br>To investigate the effect of voltage input on current output in a simple electrical circuit.  |          | <b>WJEC Entry Pathways + GCSE Combined Science Today: 6211/E2 6211/E3</b><br><br><b>Focus: Energy used in the home and workplace</b><br><br><u>Learning Objectives:</u><br>Pupils to identify types of energy.<br>Pupils to explore energy transfer in simple systems within practical context.<br>Pupils to identify how energy is used in the home and workplace.   |          | <b>WJEC Entry Pathways + GCSE Combined Science: Trilogy 8464 Science Today: 6205/E2 6205/E3</b><br><br><b>Focus: Making Useful Compounds</b><br><br><u>Learning Objectives:</u><br>Pupils to identify and understand neutralisation and its application within practical context.<br>Pupils to identify and understand hazards and risk control.   |          |



# Curriculum Provision

# Year 10

# 2020-21

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|              | <p>To record and analyse set of data correctly.<br/>To explore electrical hazards.<br/><b>Circuit calculations; Resistance: Investigation on how the resistance of a wire depends on the length of the wire</b></p>  |  | <p>Pupils to investigate within practical context the energy efficiency of different lamps.<br/>Pupils to know how to calculate power consumption of electrical appliances +<br/><b>Calculate the energy in simple system; Calculate power and energy; Carry out an investigation on specific heat capacity of a material</b></p>  |  | <p>Pupils to develop their skills, knowledge and understanding in making useful compounds like NaCl, CuSO<sub>4</sub> &amp; ZnSO<sub>4</sub><br/><b>Bonding and Structure<br/>Equations and Formulae<br/>Calculations on relative mass and moles<br/>Organic chemistry</b></p>  |  |
| <b>Maths</b> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 1 Properties of Number.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers</li> <li>• Place value and rounding</li> <li>• More/less</li> <li>• Multiples of number</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be completing Early Mathematics:</p> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 The Four Operations.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Use +, -, x and ÷ in real-life situations</li> <li>• Inverse operations, estimating and multiplication facts</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be completing Early Mathematics: Position.</p> <p>Objectives include:</p> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 3 Ratio.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Identify/label fractions</li> <li>• Fractions of amounts</li> <li>• Equivalent fractions</li> <li>• + and – fractions</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be completing Early Mathematics: Shape.</p> <p>Objectives include:</p> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 4 Money.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Recognise coins, notes</li> <li>• Decimal notation</li> <li>• Use a calculator to add and subtract money</li> <li>• Real-life money word problems</li> <li>• Add amounts</li> <li>• Give change</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be</p> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 The calendar and Time.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Time word problems</li> <li>• Calendar and date</li> <li>• Analogue time</li> <li>• 12 and 24 hour clock</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be completing Early Mathematics:</p> | <p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 2 Measures.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>• Standard units of measure (length, mass and capacity)</li> <li>• Non-standard units of measure</li> <li>• Perimeter</li> <li>• Scales</li> <li>• Temperature</li> </ul> <p>Pupils following the ASDAN Personal Progress course will be completing Early Mathematics:</p> |



# Curriculum Provision

# Year 10

# 2020-21

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|                   | <p>Developing number skills.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>Engage in activities relating to counting in whole numbers</li> <li>Recognise the use of numbers in familiar contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate an awareness of position</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate an awareness of shape.</li> </ul>  | <p>completing Early Mathematics: Measure.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>Demonstrate an awareness of common measures.</li> </ul> | <p>Sequencing and Sorting.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>Recognise aspects of a sequence.</li> <li>Engage in sorting data by a single criterion.</li> </ul> | <p>Understanding what money is used for.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> <li>Identify money from other items.</li> <li>Identify uses of money.</li> <li>Use money in realistic situations.</li> </ul> |
| <p><b>Art</b></p> | <p><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p><b>Focus: Colour and Texture - Drawing and Painting</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></p> <p>This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of painting and drawing.</p> <p><u>Learning Objectives:</u><br/>To develop ability to;</p> <p>To research information and ideas appropriate to painting and drawing work.<br/>Be able to develop ideas for a painting and drawing outcome using appropriate materials, techniques and processes. Be able to produce and present a</p> | <p><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p><b>Focus: Natural forms - Ceramics</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></p> <p>This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of Ceramics.</p> <p><u>Learning Objectives:</u><br/>To develop ability to;</p> <p>Be able to research information and ideas appropriate to working in ceramics.<br/>Be able to develop ideas for a ceramic outcome using appropriate materials, techniques and processes.<br/>Be able to produce and present a painting and drawing outcome in response to a task or theme.</p> | <p><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p><b>Focus: Food and Drink - Three Dimensional Design</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></p> <p>This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of Three dimensional design - Sculpture.</p> <p><u>Learning Objectives:</u><br/>To develop ability to;</p> <p>Be able to produce and present a three dimensional outcome in response to a task or theme.<br/>Be able to develop ideas for a three dimensional outcome using appropriate materials, techniques and processes.</p> |   |   |   |



# Curriculum Provision

# Year 10

2020-21

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|  | <p>painting and drawing outcome in response to a task or theme.<br/>Be able to produce and present a painting and drawing outcome in response to a task or theme.</p> |  | <p>Be able to produce and present a three dimensional outcome in response to a task or theme.</p> |
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## Performing Arts

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| <h3>Drama</h3> | <p><b>Stage fighting</b><br/><b>Controlled paired movement</b><br/>Entry Level Course work</p> <p><u>Learning Objective:</u> To learn and use safe and correct stage fighting moves to create realistic scenes with a variety of partners.</p> <p><b>Feelings</b><br/><b>Analysing and recreating a selection of stereo typical feelings</b><br/>Entry Level Course work</p> <p><u>Learning Objectives:</u> To recreate three contrasting emotions using voice, body and facial expressions whilst developing an understanding of the feelings.</p> | <p><b>Voice and body</b><br/><b>Focus: Creating a character</b><br/>Entry Level Course work</p> <p><u>Learning Objective:</u> Using voice and body to create a range of contrasting characters.</p>   | <p><b>I made it up</b><br/><b>Focus: First line Impro and Mime</b><br/>Entry Level Course work</p> <p><u>Learning Objective:</u> Developing the ability to respond to stimuli and to create clear, controlled mime work. To devise work as a group.</p>   |
| <h3>Music</h3> | <p style="text-align: center;"><b>WJEC Entry Pathways</b><br/><b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Solo Performances</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b><br/>This unit aims to equip the learner with the skills required to perform a variety of solo pieces</p>  | <p style="text-align: center;"><b>WJEC Entry Pathways</b><br/><b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Ensemble Performances</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b><br/>This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an</p> | <p style="text-align: center;"><b>WJEC Entry Pathways</b><br/><b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Appraising Music</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b><br/>This unit aims to equip the learner with the knowledge required to be able to make</p> |



# Curriculum Provision

# Year 10

# 2020-21

|                                 |   |   |  |
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|                                 | <p><b><u>Pre Entry 2 and or Complex Needs Learning objectives</u></b><br/>         Explore and discover music through solo performances.</p>  | <p>ensemble.</p> <p><b><u>Pre Entry 2 and or Complex Needs Learning objectives</u></b><br/>         Explore and discover music through ensemble performance</p> | <p>distinctions within the musical elements and to identify a range of styles and traditions.</p> <p><b><u>Pre Entry 2 and or Complex Needs Learning objectives</u></b><br/>         Discuss music listened to, describing how it makes them feel and naming some of the instruments. Respond to music through dance, art of movement.</p> |
| <p><b>Duke of Edinburgh</b></p> | <p><b>DUKE OF EDINBURGH AWARD: Bronze.</b></p> <p>Focus: Physical/Skills/Volunteering</p> <p><u>Learning Objectives:</u></p> <p><u>Physical</u><br/>         To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.<br/>         Enjoy keeping fit.Improve fitness.Discover new abilities.<br/>         Raise self-esteem.Extend personal goals.Set and respond to a challenge.Experience a sense of achievement.<br/> <b><i>This section will be completed using canoe sessions at Chichester Canal and canal basin. Using the climbing wall at St Anthony's and also by taking part in guided mountain biking.</i></b></p> <p><u>Skills</u><br/>         To inspire young people to develop practical and social skills and personal interests.Develop a new talent.Improve self-esteem and confidence.Develop practical and social skills.<br/>         Develop better organisational and time management skills.<br/>         Sharpen research skills.Learn how to set and rise to a challenge<br/> <b><i>This section will be completed as part of the Pathways curriculum and pupils will use evidence from Food Technology, Land Based Studies or Art, depending on pathway choices. In the past pupils have used skills to plan, produce and cook a series of healthy meal options using recipes and also prepared seed beds and grown/harvested various vegetables.</i></b></p> <p><u>Volunteering</u><br/>         To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others.<br/>         Learn about their community and feel a sense of belonging and purpose. Learn to take responsibility for their communities and their own actions. Build new relationships.<br/>         Further understand their own strengths and weaknesses.<br/>         Develop teamwork and leaderships skills. Trust others and be trusted. Enjoy new adventures</p> |   |  |



# Curriculum Provision

# Year 10

# 2020-21

***This section will see pupils working within the local community. The school has worked with the National Trusty on Lavington Common in the past and have worked to help support local Charities like Sussex Orchards in Fontwell. In addition pupils have completed litter picks at various points in the local area.***

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| <p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>The Wider World</b></p> | <p style="text-align: center;">Module: A<br/>My Culture</p> <p>Focus: Culture in Britain</p> <p><u>Learning Objectives:</u></p> <p>Show you know which cultural group/s you belong to.</p> <p>Be aware of things you do, wear and eat.</p> <p>Share any special words: Remember, Remember the fifth of November ...</p> <p>Understand the History and traditions of Bonfire Night and the links with religion and politics.</p> | <p style="text-align: center;">Module: B<br/>Other Cultures</p> <p>Focus: Culture in Japan</p> <p><u>Learning Objectives:</u></p> <p>Conduct research and find out what people of Japanese culture wear and eat.</p> <p>Sample Sushi and evaluate the experience.</p> <p>Learn about Shinto. Find out what special words/objects are used.</p> | <p style="text-align: center;">Module: D<br/>Famous People</p> <p>Focus: The lives of Usain Bolt, Nelson Mandela and Anne Frank</p> <p><u>Learning Objectives:</u></p> <p>Learn about three famous people each from different cultural/ethnic groups.</p> <p>Understand why they are famous and what they are remembered for.</p> <p>Understand how their ethnic group was a significant factor in their lives.</p> | <p style="text-align: center;">Module: E<br/>World News</p> <p>Focus: A World News article e.g. Pollution in China</p> <p><u>Learning Objectives:</u></p> <p>Focus on a topical news story.</p> <p>Show an understanding of what the story is about.</p> <p>Know which country the news story occurs in and where that country is.</p> <p>Find out three more things about this country.</p> | <p style="text-align: center;">Module: F<br/>Food</p> <p>Focus: Food tasting and learning about food worldwide</p> <p><u>Learning Objectives:</u></p> <p>Look at foods from different countries. Show which countries they come from.</p> <p>Try some foods and evaluate. Learn to offer a critique, what do you like/dislike and why.</p> <p>Prepare some foods that you do not usually eat. Show cooking utensils/equipment used for cooking and eating in different countries.</p> | <p style="text-align: center;">Module: G<br/>The Arts</p> <p>Focus: The Arts<br/>Body Art,<br/>Books/stories<br/>Dance</p> <p><u>Learning Objectives:</u></p> <p>Body Art: Learn about Tribal face painting in Africa. Understand the significance of pattern and colour.</p> <p>The Old Testament: Shalom -The Age of Peace. Learn the meaning of Isaiah 11:1-9.</p> <p>Carnival and street dancing Brazil. Find out about the culture, religion and traditions of Brazil.</p> |
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# Curriculum Provision

# Year 10

# 2020-21

|                         |  |  |   |  |  |  |
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| <p><b>Computing</b></p> | <p><b>Focus: ICT and the World of Work. Travel Industry</b></p> <p><u>Learning Objectives:</u></p> <p>Pupils look at how ICT is used in the world outside of the classroom. They look at task that a Travel Company might use to promote a new holiday destination such as<br/>           Research popularity, present and store data, communicate information (brochure) research information and present it to others (country PPT presentation)<br/> <b>Welsh Board Units: Word Processing, Presentation, DTP and Database</b></p> <p><b>Students complete sections of the iDEA Award</b></p> |  | <p><b>Focus: ICT and the World of Work. Event Organisation</b></p> <p><u>Learning objectives:</u></p> <p>Pupils look at the tasks used in Event organising –<br/>           Produce plans to meet the needs of a client holding an 18<sup>th</sup> Birthday Celebration for 50 guests (Planning, Modelling budgets, DTP invitations, communicating via email, researching products)<br/>           Creating a simple graphics game for 5 yr olds<br/> <b>Welsh Board Unit: Word Processing, DTP and Database</b></p> <p><b>Students complete sections of the iDEA Award</b></p> |  | <p><b>Focus: Researching and Presenting Information</b></p> <p><u>Learning Objectives:</u></p> <p>Pupils create a presentation on Global Warming – Myth or Reality<br/>           Researching information, awareness of bias and differing opinions, communicating information in a lively and interesting way using multi-media<br/>           Copyright restrictions<br/>           Internet Safety<br/> <b>Welsh Board Unit: Presentation and IT/Internet User</b></p> <p><b>Students complete sections of the iDEA Award</b></p> |  |
| <p><b>PE</b></p>        | <p><b>Focus: Swimming, Rebound/trampolining</b></p> <p><u>Learning Objective:</u><br/> <b>Trampolining</b> – Introduction to the OCR EL/ASDAN Trampolining and the skills needed to be executed to cover their requirements. Focus on skills, trampolining shapes, routines and analysing others/ their own performance.<br/> <b>Swim</b> – Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to</p>  | <p><b>Focus: Boccia and Kurling</b></p> <p><u>Learning Objective:</u><br/> <b>Boccia</b> – Introduction to the OCR EL/ASDAN Boccia and the skills needed to be executed to cover their requirements. Focus on skills in game play, officiating games and analysing others/ their own performance.<br/> <b>Kurling</b> - Recap what Kurling is and skills required for the game such as the</p> | <p><b>Focus: Swimming, Rebound/trampolining</b></p> <p><u>Learning Objective:</u><br/> <b>Trampolining</b> – Introduction to the OCR EL/ASDAN Trampolining and the skills needed to be executed to cover their requirements. Focus on skills, trampolining shapes, routines and analysing others/ their own performance.<br/> <b>Swim</b> – Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements. Focus on stroke technique over varying</p>  | <p><b>Focus: Swimming and Basketball</b></p> <p><u>Learning Objective:</u><br/> <b>Swim</b> – Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements. Focus on stroke technique over varying distances, water skills and</p> | <p><b>Focus: Swimming and Basketball</b></p> <p><u>Learning Objective:</u><br/> <b>Swim</b> – Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements. Focus on stroke technique over varying distances, water skills and life guarding situations.<br/> <b>Basketball</b> –Introduction to the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements.</p>   | <p><b>Focus: Rounder's and Stool ball</b></p> <p><u>Learning Objective:</u><br/> <b>Rounder's</b> – Recap of Rounder skills needed to be executed to throughout the game. Focus on skills in game play, officiating games and analysing others/ their own performance.</p> |



# Curriculum Provision

# Year 10

# 2020-21

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|  | cover their requirements. Focus on stroke technique over varying distances, water skills and life guarding situations.   | stance and release of the stone. Development of rules associated with skills and game play, being an umpire and performing in greater competitive situations. Working on strategies and tactics during game play. | distances, water skills and life guarding situations.   | life guarding situations.<br><b>Basketball</b> – Introduction to the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements. Recap and practice skills and focus on skills in game play. Officiate games and attempt analysing others/ their own performance. | Recap and practice skills and focus on skills in game play. Officiate games and attempt analysing others/ their own performance  | <b>Stool ball</b> – Recap of Stool ball and the skills associated with batting and fielding. Development of rules associated with skills and game play, being an umpire and performing in greater competitive situations. Working on strategies and tactics during game play. |
| <b>Personal and Social Development</b> | <b>Autumn Term, Spring 1</b>   |   | <b>Spring 2</b>   |   | <b>Summer</b>  |   |
|  | <p><b>Focus:</b> Relationships</p> <p>To accurately assess their areas of strength and development, and act upon feedback. The different types of intimacy and their potential emotional and physical consequences (both positive and negative). About different types of relationships, including within families, friendships, romantic or intimate relationships and factors that affect them. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.</p> |   | <p><b>Focus:</b> Media Literacy and Digital Resilience</p> <p>Understand the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity. To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media. The benefits and positive use of social media. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports them.</p> |   | <p><b>Focus:</b> Drugs Awareness</p> <p>The consequences of substance use and misuse for the mental and physical health. Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle. To identify, manage and seek help for unhealthy behaviours, habits and addictions. Strategies to manage influences on drug, alcohol and tobacco use, including peers. Information about alcohol, nicotine, legal and illegal substances, including the short and long-term health risks.</p> |   |





# Curriculum Provision

# Year 10

# 2020-21

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| <p>Strategies to access reliable, accurate and appropriate advice and support with relationships, and assist others when needed.</p> <p>To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.</p> <p>To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help.</p> <p>Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p> <p>The difference between biological sex, gender identity and sexual orientation</p> <p>About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> | <p>To understand how the way people present themselves online can have positive and negative impacts on them.</p> <p>To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities.</p> <p>To recognise financial exploitation in different contexts e.g. money mules, online scams.</p> <p>The law relating to abuse in relationships, including coercive control and online harassment.</p> <p>To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.</p> | <p>The personal and social risks and consequences of substance use and misuse. The law relating to the supply, use and misuse of legal and illegal substances.</p> <p><b>Focus:</b> Mental Health</p> <p>How self-confidence self-esteem, and mental health are affected and ways of managing this. Strategies to develop assertiveness and build resilience to peers that affect how they think about themselves.</p> <p>The characteristics of mental and emotional health; to develop empathy about how actions can affect people's mental health.</p> <p>About change and its impact on mental health and wellbeing and to recognise the need for emotional support.</p> <p>To recognise warning signs of common mental and emotional health concerns, what might trigger them and what help or treatment is available.</p> <p>Warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others.</p> <p>Identify and access the most appropriate sources of help.</p> |
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|                                 | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
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| <p>BTEC</p> <p>Home Cooking</p> | <p><b>A Healthy Breakfast.</b></p> <p><b>Focus:</b><br/>Intro to BTEC home cooking skills course. Hygiene and Safety. Healthy eating through use of the Eat Well Plate focusing on breakfast.</p> | <p><b>A Healthy Lunch.</b></p> <p><b>Focus:</b><br/>Hygiene and Safety – food storage. Healthy eating through use of the Eat Well Plate focusing on lunch.</p> | <p><b>A Healthy Main Meal.</b></p> <p><b>Focus:</b><br/>Hygiene and Safety. Healthy eating through use of the Eat Well Plate focusing on main meals for the family.</p> | <p><b>A Healthy Main Meal.</b></p> <p><b>Focus:</b><br/>Hygiene and Safety – food storage. Healthy eating through use of the Eat Well Plate focusing on main meals for the family.</p> | <p><b>Healthy Side Dishes.</b></p> <p><b>Focus:</b><br/>Hygiene and Safety. Healthy eating through use of the Eat Well Plate focusing on side dishes to accompany main meals for the family.</p> | <p><b>Summer Deserts.</b></p> <p><b>Focus:</b><br/>Hygiene and Safety. Healthy eating through use of the Eat Well Plate focusing on side dishes to accompany main meals for the family.</p> |



# Curriculum Provision

# Year 10

# 2020-21

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| <p>Skills Entry level 1 &amp; 2</p> |  | <p>Budgeting and shopping for ingredients for the St Ants Café.</p> | <p>Cooking with seasonal produce/vegetables.</p>  | <p>Cooking with seasonal produce/vegetables. Budgeting and comparing prices. Identifying nutritional values on packaging. Sharing recipes with family and friends.</p> | <p>Cooking with seasonal produce/vegetables. Budgeting and comparing prices. Sharing recipes with family and friends.</p>  | <p>Cooking with seasonal produce/fruits. Budgeting and comparing prices. Sharing recipes with family and friends.</p> |
| <p>YAS</p>                          | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p><b><u>Bronze/Silver/Gold Award</u></b></p> <p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p> <p><b><u>Towards Independence</u></b><br/>Focus: Independence and Communication</p> <p>Knowing About Myself</p> <p style="text-align: center;">Sections:</p> <ul style="list-style-type: none"> <li>• A - Family and friends, Who we live with, pets and how we see ourselves</li> <li>• B- our emotions: how we express them and recognise them in others</li> <li>• C – likes and dislikes with reasoning</li> <li>• E&amp;F – Choosing clothes for various means and reasons</li> </ul> |   | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p><b><u>Bronze/Silver/Gold Award</u></b></p> <p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p> <p><b><u>Towards Independence</u></b><br/>Focus: Independence and Communication</p> <p>Developing Communication Skills:<br/>Progression</p> <p style="text-align: center;">Sections:</p> <ul style="list-style-type: none"> <li>• A – Sharing information about ourselves using speaking and listening skills</li> <li>• E- Using a telephone and skills to speak to those we don't know to ask for information/advice</li> </ul> |  | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p><b><u>Bronze/Silver/Gold Award</u></b></p> <p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p> <p><b><u>Towards Independence</u></b><br/>Focus: Independence and Communication</p> <p>Developing Communication Skills:<br/>Progression</p> <p style="text-align: center;">Sections:</p> <ul style="list-style-type: none"> <li>• D - Experiencing going to a café as a group and the social skills this involves</li> <li>• O – Showcasing word processing skills and demonstrating knowledge through IT pieces.</li> </ul> |   |



# Curriculum Provision

# Year 10

# 2020-21

|  |  |  |   |  |  |   |
|--|--|--|---|--|--|---|
|  | <ul style="list-style-type: none"> <li>H – Focusing on differences between people</li> </ul>   | <ul style="list-style-type: none"> <li>G – Learning new things: a free module to gain skills through means we may not have explored before</li> <li>H – Reading books and sharing them and their features with peers.</li> </ul> | <ul style="list-style-type: none"> <li>Q – Writing an advice book. Planning and creating the book using personal knowledge and variety of written techniques.</li> <li>B – Greeting a visitor to the school and creating the best impression possible.</li> </ul> |  |  |   |
| Land Based Studies                                     | <p><b><u>Introduction to Plant Care (WJEC Entry 2/3 Criteria)</u></b></p> <p>The aim of this course is to enable learners to gain basic skills and understanding in the care of plants.</p> <ul style="list-style-type: none"> <li>State the requirements of plants to maintain healthy growth</li> <li>Select appropriate tools and prepare a seed bed</li> <li>Select appropriate sowing techniques to sow two different types of seed</li> <li>Use appropriate techniques to care for seedling's</li> <li>Care for a plant to maintain healthy growth</li> <li>Control a common weed or pest</li> <li>Harvest a food or flower crop from seed or from cuttings</li> </ul> |  |   |  |  |   |
|  | Autumn   | Spring   | Summer  |  |  |   |
|  | Garden Maintenance and safety in the garden  | Propagating plants and seeds   | Maintaining healthy growth and harvesting crops   |  |  |   |
| History and Geography<br><br>Humanities Entry Pathways | WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3   |  | WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3  |  |  |   |
|  | History  | Geography  | History   | Geography  | History  | Geography                                     |
|  | Focus:<br><b><u>A Non-British Society in the Past ctd. into Spring Term</u></b><br>6226/E2 6226/E3   | Focus:<br><b><u>Sustainable Tourism: Changing Trends in Tourism</u></b><br>6231/E2 6231/E3   | Focus:<br><b><u>Prejudice and Discrimination Against People</u></b><br>6236/E2 6236/E3  | Focus:<br><b><u>The Changing Population in the UK</u></b><br>6232/E2 6232/E3 | Focus:<br><b><u>A British Society in the Past</u></b><br>6225/E2 6225/E3 | Focus:<br><b><u>Mapping and Festivals</u></b> |



# Curriculum Provision

# Year 10

# 2020-21

|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
|  | <p><u>Learning Objectives:</u><br/>Learners to understand key features that affected people lives in the past.</p> <p><u>Germany 1919-1939</u></p> <ul style="list-style-type: none"> <li>• The Treaty of Versailles</li> <li>• Weimar Germany</li> <li>• The Rise of Hitler</li> </ul> | <p><u>Learning Objectives:</u><br/>Learners to know the features of tourism and changing trends</p> <p><u>Tourism</u></p> <ul style="list-style-type: none"> <li>• Features of Tourism</li> <li>• Impact of Tourism</li> <li>• How Tourism can be made more sustainable in the future</li> </ul> | <p><u>Learning Objectives:</u><br/>Learners to gain K&amp;U of how/ why people have been discriminated against.</p> <p><u>2 Examples of Prejudice/Discrimination</u></p> <ul style="list-style-type: none"> <li>• The persecution of the Jews. The Holocaust.</li> <li>• Personal Study of Gandhi</li> <li>• Learn lessons from the past</li> </ul> | <p><u>Learning Objectives:</u><br/>Learners to know how population of the UK is changing and some of the consequences for the UK.</p> <p><u>Population in the UK</u></p> <ul style="list-style-type: none"> <li>• Know <u>how</u> and <u>why</u> the population is changing in the UK</li> <li>• Know contemporary challenges as a result of changes</li> </ul> | <p><u>Learning Objectives:</u><br/>Learners to understand key features that affected people lives in Britain in the past.</p> <p><u>Britain and the Second World War 1939-1945</u></p> <ul style="list-style-type: none"> <li>• Evacuating and Rationing</li> <li>• The Blitz</li> <li>• The role of women</li> <li>• The role of Churchill</li> </ul> | <p><u>Learning Objectives:</u><br/>Develop geography skills through the contemporary topic of music festivals.</p> <p><u>Mapping Festivals</u></p> <ul style="list-style-type: none"> <li>• Geography of glaston bury</li> <li>• Consider the site of festival</li> <li>• Identify the impact of the festival</li> </ul> |
|--|---|--|---|---|--|--|