

Birch Wood Vale - KS4

Year 10

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Narrative Writing Entry Level 2 and GCSE Language Component 1 (3 lessons p/w)</p> <ul style="list-style-type: none"> – Narrative structure – Narrative features – Creating characters and settings – Embedding clauses, building description <p>Assessment: one extended piece of writing taken from GCSE English Language Component 1</p> <p>Grammar for Writing Entry Level 2 Component 1: Leisure</p> <ul style="list-style-type: none"> – Reading for meaning – Close reading of a text – Understanding/selecting vocabulary – Identifying relevant information from text/selecting evidence – Explaining ideas using own words – Writing simple, compound and complex sentences <p>Assessment: EL paper Component 1</p>	<p>Transactional Writing Entry Level 2 and GCSE Language Component 2 (3 lessons p/w)</p> <ul style="list-style-type: none"> – Devices to argue/persuade – Paragraphs – Developing ideas in detail – Varying sentence openers, range of punctuation <p>Assessment: one extended piece of writing taken from GCSE English Language Component 2</p> <p>Grammar for Writing Entry Level 2 Component 1: Hobbies</p> <ul style="list-style-type: none"> – Reading for meaning – Close reading of a text – Understanding/selecting vocabulary – Identifying relevant information from text/selecting evidence – Explaining ideas using own words – Writing simple, compound and complex sentences <p>Assessment: EL paper Component 1</p>	<p>Entry Level Component 2 Heroism GCSE English Literature – Romeo and Juliet</p> <ul style="list-style-type: none"> – Developing understanding across a whole text – Characterisation, plot, setting. – Understanding and analysis of language and structure – Structuring a response using PEE – Exploring/commenting on character/motivations <p>Assessment: EL Component 2 Heroism and set question (extract) on Romeo and Juliet</p>	<p>Entry Level Component 2 Myths and Legends GCSE English Literature – Romeo and Juliet</p> <ul style="list-style-type: none"> – Developing understanding across a whole text – Characterisation, plot, setting. – Understanding and analysis of language and structure – Structuring a response using PEE – Exploring/commenting on character/motivations <p>Assessment: EL Component 2 Myths and Legends and set question (open) on Romeo and Juliet</p>	<p>Reading Skills</p> <ul style="list-style-type: none"> – Comprehension – Inference – PEE responses – Analysing quotations <p>(GCSE short questions and Entry Level practice) Assessment: one entry level exam response</p> <p>WJEC Eduqas Poetry Anthology (1 lesson p/w)</p> <ul style="list-style-type: none"> - PEE style responses - Themes - Context of the poems - Analysing quotations <p>Assessment: one exam style question</p>	<p>Reading Skills</p> <ul style="list-style-type: none"> – Comprehension – Inference – PEE responses – Analysing quotations <p>(GCSE short questions and Entry Level practice) Assessment: one entry level exam response</p> <p>WJEC Eduqas Poetry Anthology (1 lesson p/w)</p> <ul style="list-style-type: none"> - PEE style responses - Themes - Context of the poems - Analysing quotations <p>Assessment: one exam style question</p>
Reading/Literacy	Alternating spellings for academic vocabulary with articles from 'The Day'					
Mathematics	<p>Entry Level Pathway Number: Place Value, Rounding, 4 Operations Money: Money Handling skills TT Rockstars/ Numbots Practising key mathematical skills for 1 lesson a week</p> <p>GCSE Pathway Number 4 operations including decimals, and negative numbers, BODMAS Prime numbers and factorisation, Rounding and estimating All Pathways Rickshaw Challenge: Enterprise/ Team work challenge to raise money for Children in Need</p>		<p>Entry Level Pathway Fractions/Ratio: Fractions of shapes and numbers, Addition and subtraction Time Calendar skills and telling the time in different formats TT Rockstars/ Numbots Practising key mathematical skills for 1 lesson a week</p> <p>GCSE Pathway Fractions Fractions of amounts, 4 operations of fractions and converting between Fractions, decimals and percentages Statistics: Analysing data in different formats, working mean, median and mode</p>		<p>Entry Level Pathway Statistics: Analysing data in different formats Geometry Shapes, perimeter, angles and Co-ordinates Measure Recognising correct measure formats and converting between measurements TT Rockstars/ Numbots Practising key mathematical skills for 1 lesson a week</p> <p>GCSE Pathway Geometry Shapes, perimeter, area and volume Angle rules</p>	
Science	Energy transfer Rates of reaction	Magnetic fields	Electromagnetic spectrum Drinking water	Maintaining biodiversity Dominant and recessive alleles	Increasing the risk of disease Bacteria and viruses	Pure substances and formulations

	Monitoring the rate of reactions Competition Living and non-living factors Investigating plant distribution Crude oil Fuels and combustion Air pollution Climate change	Magnetic fields around an electromagnet Genetic material Asexual and sexual reproduction Investigating variation Evolution Genetic engineering Longitudinal and transverse waves Properties of waves	Atoms and radiation Alpha, beta, and gamma radiation Using radiation Homeostasis Loss of biodiversity	Force Work done Anaerobic respiration	Preventing the spread of disease Atoms and electrons Metals and the Periodic table Non-metals and the Periodic table	Concentration Covalent molecules Ionic bonding
RE	ASDAN Beliefs and Values Module 1: Values, beliefs and decision making To develop an understanding of personal qualities, values and beliefs, and the role they play in decision making. It provides opportunities to learn about how these values contribute to our diverse a multicultural society. Explore beliefs and values of two religions – Christianity and Islam.		ASDAN Beliefs and Values Module 2: Environment To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments. What do religions say about this?		ASDAN Beliefs and Values Module 3: Crime and punishment To develop an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution. Explore religious views. What do these religions say about crime and punishment?	
PE	OAA/Team building Communication Kinball Confidence; Competence	Invasion Games Communication; Challenge; Competence Gymnastics (floor) Communication; creativity; competence	Health Related Fitness Challenge Gymnastics (vaulting)/ Parkour Communication; creativity; competence	Net Games Communication; Challenge; Competence Invasion Games Confidence; Competence; Challenge	Tennis Competence; Confidence Striking and Fielding Creativity; communication; challenge; competence	Athletics/ HRF Challenge Striking and Fielding Creativity; communication; challenge; competence
PSHCE	Feelings and actions Developing skills to develop and maintain healthy relationships	Exercise and Leisure Identify different types of exercise and leisure, making good lifestyle choices, trying new activities. Drugs for mugs programme.	Responsibilities, rules and laws At home, school and within the wider community. Recognising the difference between doing 'the right thing' and obeying laws.	Economic wellbeing (enterprise) The working world, work ethics, earning money, looking after money, leadership and relationship skills	Sexual relationships and puberty How our bodies are changing, sexual relationships, consent, protection, pregnancy, STDs.	Personal Hygiene and taking care of myself Personal hygiene, appearance, beauty, fashion, making choices, valuing ourselves
Art GCSE	Introduction to the art GCSE, study the elements of art and initial observational drawing with tonal shading for skills building. Begin themed project (theme selected by Jeanette) Research into theme, gather images and begin to develop their own ideas around the theme. AO1		Students start to experiment with their ideas / images / materials to create different outcomes, this will be linked back to the artists work they have researched and developing some of the techniques used by the artist. AO2. Students should be recording their ideas and outcomes throughout the project in the form of drawings, annotation, photography etc. AO3.		Students will prepare for a mock exam at the end of the academic year. They will collate their project and their ideas together to plan out a personal informed final piece linking to their project and their artists. This will be planned and designed by the students. They will have 10 hours to complete their final piece.	
Art BTEC	Unit 4: Explore Drawing. To develop ideas for drawing, to produce drawings, to comment on own work.		Unit 6: Explore printmaking. To develop ideas for printmaking, to produce work in printmaking, to comment on own work.		Opportunity to complete additional work towards BTEC if assessments not met. Personal project until summer carrying out art workshops if BTEC Units completed.	
Home Cooking Skills BTEC	Basic Food Safety and Kitchen Hygiene Breakfasts	Soups and Bread Nutritional value How can different ingredients change basic flavours	Savoury Pastry Nutritional value and practical uses in cooking Utilise food knowledge to adapt a recipe Importance of being able to cook.	Pasta/ basic savoury dishes Nutritional value Utilise food knowledge to adapt a recipe Discuss how to pass on cooking information for others	Practice assessment cooking Final assessment	Review and revisit cooking skills Seasonal cooking
Design	Pewter Pendant Exploring how to create a pendant design, based Art Deco design movement, by exploring and developing Designs and prototyping to explore final idea ready for casting		Design inspired by designer Explore how to research / design and response to a set brief with restrict guides that must be worked to. Heavily dependent on refining workshop skills and CAD/CAM knowledge and preparation / experience for next year's set examination		Ikea Chair: learners will develop CAD/CAM and develop practical building skills wood and plastic to create an ikea style chair prototype.	
BTEC Performing Arts	Unit PA5: Using a Stimulus for Performance Learners will learn how to successfully create a devised piece of drama in response to a stimuli. They will be exposed to different types of stimuli, such as: words, image, sound, newspaper article, literature, poetry and historical events. Though out this journey they will explore, experiment and create ideas around each stimuli before finally creating a workshop performance.		Unit A2: Developing a Progression Plan Students will identify current strengths and skills as well as areas they find difficult. They will learn how to set goals and recognise areas you need to develop and how to plan ways to reach next steps, for short term and long term goals.		Students will work on a personal project where they respond to a set brief and interpret in their own way	

Sport and Leisure	Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.	Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.	Leadership development. Students will explore and develop their leadership abilities.
Photography	Introduction to Photography, including photography terminology, camera parts, history of the camera and how to hold a camera. Students have the opportunity to undertake a mini project on 'alphabet photography' – looking at artist work and taking their own images for portfolio. AO2, AO2	Students will begin to research photographers work and complete research pages on the photographers. They will work in the style of the photographer – exploring various skills and techniques, including Photoshop and exploring Shutter Speed. AO1, AO2, AO3	Opportunity to complete any unfinished / outstanding tasks from Term 1 & 2. Students will work on a personal project where they respond to a set brief and interpret in their own way. They find their own photographers suitable to their theme and work on experimenting with photography outcomes. Students can create a 'final piece' inspired by the work they have explored. AO4
Construction	unit Con6 Building a simple wall: explore and develop skills in bricklaying to lay a dwarf wall using a stretcher bond	Unit A1 Being Organised: Learners will develop key techniques to help organise their work and priorities and manage their time effectively	Unit 1: Producing a Timber Product. Learners consolidate their skills and produce a wooden product that further develops their skills.
Dance	Moving Together		
ICT	Creative Media Video Editing Explore and develop skills in using tools in Video Editing software. Students will be creating a video for new starters joining Birch Wood School.	Computing Scratch Explore and develop skills in using tools in Scratch. Students will gain an insight in how programming works. Students will be planning and creating a product as part of their assessment.	Staying Safe in the Digital World Explore and develop knowledge in the dangers of being online and ways to stay safe.