



## YEAR 10

<b>ENGLISH</b>					
Exam board: AQA			Specification code: 8700		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Poetry Cluster Literature Paper 2, Section A  English Paper 1 Section A  1. Set poem Comparison 2. Eng 1 Section A Response	Narrative/ Descriptive Writing English Paper 1 Section B  English Paper 2 Section A  1. Narrative Piece 2. Eng 2 Section A Response	Romeo and Juliet Literature paper 1 Section A  Romeo + Juliet Responses (X 2)  Reading Paper 1 Section A, Reading Paper 2 Section A, Narrative Writing, Set Poems	Writing (Perspective) English Paper 2 Section B  1. Writing Piece  Reading Paper 1 Section A, Reading Paper 2 Section A, Narrative Writing, Set Poems Romeo + Juliet	An Inspector Calls Literature Paper 2 Section A  Inspector Calls Responses (x2)  Reading Paper 1 Section A, Reading Paper 2 Section A, Narrative Writing, Set Poems Romeo + Juliet Perspective Writing	Unseen Poetry Literature paper 2 Sections B and C  1. Unseen Poetry Response 2. Unseen Poetry Comparison  Reading Paper 1 Section A, Reading Paper 2 Section A, Narrative Writing, Set Poems Romeo + Juliet Perspective Writing, An Inspector Calls

<b>MATHS</b>					
Exam board: AQA			Specification code: 8300		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Collecting and representing data <u>Topic 2:</u> Statistical measures <u>Topic 3:</u> Basic number, factors and multiples <u>Topic 4:</u> Basic algebra review <u>Topic 5:</u> Equations <u>Topic 6:</u> Factorising, completing the square and substitution	<u>Topic 7:</u> Coordinates and linear graphs <u>Topic 8:</u> Accuracy and bounds <u>Topic 9:</u> Circumference and area Volume <u>Topic 11:</u> Pythagoras theorem and basic trigonometry <u>Topic 12:</u> Substitution and transposition of formulae	<u>Topic 13:</u> Construction and loci <u>Topic 14:</u> Geometric proofs <u>Topic 15:</u> Properties of polygons <u>Topic 16:</u> Ratio and proportion <u>Topic 17:</u> Direct and inverse proportion	<u>Topic 18:</u> Growth and decay <u>Topic 19:</u> Graphical solutions of equations <u>Topic 20:</u> Algebraic solutions of equations <u>Topic 21:</u> Fractions and decimals <u>Topic 22:</u> Scatter Graphs	<u>Topic 23:</u> Indices <u>Topic 24:</u> Standard form <u>Topic 25:</u> Surds <u>Topic 26:</u> Inequalities	<u>Topic 27:</u> Measures <u>Topic 28:</u> 2D representations of 3D shapes <u>Topic 29:</u> Angles, scale diagrams and bearings <u>Topic 30:</u> Sine and cosine rules



<b>Combined Science - Trilogy</b>					
Exam board: AQA			Specification code: 8464		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cell biology	Organisation	Infection and response	Bioenergetics	Homeostasis and response	Inheritance, variation and evolution
Atomic structure and the periodic table	Bonding, structure, and the properties of matter	Quantitative chemistry	Chemical changes	Energy changes	The rate and extent of chemical change
Energy	Electricity	Particle model of matter	Atomic structure	Forces	Waves
<b>TRIPLE Science</b>					
Exam board: AQA "Triple Science"			Specification code: 8461, 8462, 8463		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cell Biology	Organisation	Infection and response	Bioenergetics	Homeostasis and response	Inheritance, variation and evolution
Atomic structure and the periodic table	Bonding, structure, and the properties of matter	Quantitative chemistry	Chemical changes	Energy changes	The rate and extent of chemical change
Energy	Electricity	Particle model of matter	Atomic structure	Forces	Waves
<b>ART</b>					
Exam board: AQA			Specification code: 4200		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Peppers Drawing</u> Drawing skills – pupils will study peppers through secondary and primary observation using various different media's. They will learn about negative space and sighting drawing techniques. Work will be part of a drawing portfolio.	<u>Colour Project</u> Using cross sections of fruit and veg, research on colour artists. Pupils will explore colour and lino cut printing. Pupils will be introduced to the content of a project – research, development and final piece/s.	<u>Extended Project</u> Extended project. Pupils will study marine forms, natural forms or surfaces and textures. They will research linked artists, explore intaglio printing, 3D/relief work, drawing and painting.			<u>Drawing 3 medias</u> Large scale drawing – pupils will explore three different media's, make an informed choice on a still life study. This will be part of their drawing portfolio.



<b>DRAMA</b>					
Exam board: OCR			Specification code: J316		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Drama	Introduction to style and genre with mock Component 1	Intro exam section B (reviews mock) + development for Component 1	Component 1 Non-exam assessment	Component 1 Non-exam assessment	Explore text for exam section A + mini mock Component 2 using one scene from set text
<b>MUSIC</b>					
Exam board: OCR			Specification code: J536		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
AoS 1 Developing awareness of your own instrument's capabilities. Students prepare group presentations in instrumental families, including specific techniques. Students could prepare a simple piece to perform together to the class		AoS 1 Performance 'master classes'. Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria (NB this recording cannot be used as a final submission).		AoS 1 and Practical Component Students use lesson and home learning time to finalise their choice for their AoS 1 performance. Students prepare (or are given by the teacher) group performances to be rehearsed and then workshopped during lessons in preparation for their Ensemble Performance.	
Composition: Developing initial ideas (2-3 lessons on each of these ideas) - Three note composition - Primary chords and cadences - Analysis of nursery rhymes - National Anthem compositions - Word setting - Chord sequences (last two can tie in with example briefs from OCR and AoS 5)		Composition: Short compositions tasks based on AoS 3. Short group composition tasks based on the rhythm and note patterns in the style of one of the Rhythms of the World. Choose one of these tasks to develop for assessment.		Composition: Controlled tasks (composition for the Integrated portfolio). Students spend the first part of the term defining their brief and then the main part of the term writing their composition. Completion of composition for Integrated Portfolio and submission	
AoS 5: Conventions of Pop Exploration of the different styles through class/group performances, composition tasks and listening exercises (suggested lesson plan attached). Assessment: End of Unit Listening Test		AoS 3: Rhythms of the World Exploration of the different styles through workshops (an opportunity to bring in external organisations), group performances and compositions. Assessment: End of Unit Listening Test		AoS 4: Film Music Exploration of how music can create a mood/emotion, significant characters or actions. This can be done through workshops, short performance and composition tasks. End of year assessment: Year 10 Mock Listening Exam comprising questions from AoS 3, 4 and 5	



<b>Design Technology</b>					
Exam board: AQA			Specification code: 8552		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>3.1 Core technical principles</b> In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:</p> <ul style="list-style-type: none"> <li>• new and emerging technologies</li> <li>• energy generation and storage</li> <li>• developments in new materials</li> <li>• systems approach to designing</li> <li>• mechanical devices</li> <li>• materials and their working properties</li> </ul>		<p><b>3.2 Specialist technical principles</b> In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:</p> <ul style="list-style-type: none"> <li>• selection of materials or components</li> <li>• forces and stresses</li> <li>• ecological and social footprint</li> <li>• sources and origins</li> <li>• using and working with materials</li> <li>• stock forms, types and sizes</li> <li>• scales of production               <ul style="list-style-type: none"> <li>• specialist techniques and processes</li> </ul> </li> <li>• surface treatments and finishes.</li> </ul> <p>Each specialist technical principle should be delivered through at least one material category or system.</p> <p>Not all of the principles outlined above relate to every material category or system, but all must be taught.</p> <p>The categories through which the principles can be delivered are:</p> <ul style="list-style-type: none"> <li>• papers and boards</li> <li>• timber based materials</li> <li>• metal based materials</li> <li>• polymers</li> <li>• textile based materials</li> <li>• electronic and mechanical systems</li> </ul>		<p><b>3.3 Designing and making principles</b> Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.</p> <p>They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:</p> <ul style="list-style-type: none"> <li>• investigation, primary and secondary data</li> <li>• environmental, social and economic challenge</li> <li>• the work of others</li> <li>• design strategies</li> <li>• communication of design ideas</li> <li>• prototype development</li> <li>• selection of materials and components</li> <li>• tolerances</li> <li>• material management</li> <li>• specialist tools and equipment</li> <li>• specialist techniques and processes</li> </ul>	



<b>Photography</b>					
Exam board: AQA			Specification code: 8602		
Term 1 & 2		Term 3 & 4		Term 5 & 6	
<p>In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below: Students will experience all aspects initially and then focus on one area.</p> <ul style="list-style-type: none"> <li>• portraiture • location photography • studio photography • experimental imagery • installation • documentary photography • photo-journalism • moving image: film, video and animation • fashion photography.</li> </ul>		<p>Figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation • visual and tactile elements such as: • colour • line • form • tone • texture • shape • pattern • composition • scale • sequence • surface • contrast.</p>		<p>Within the context of photography, students must demonstrate the ability to: • use photographic techniques and processes, appropriate to students' personal intentions, for example: • lighting • viewpoint • aperture • depth of field • shutter speed and movement • use of enlarger • chemical and/or digital processes • use media and materials, as appropriate to students' personal intentions, for example: • film • photographic papers • chemicals appropriate to darkroom practices • digital media, programs and related technologies • graphic media for purposes such as storyboarding, planning and constructing shoots.</p>	
<b>BUSINESS Studies</b>					
Exam board: Edexcel			Specification code: 5BS0301		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Spotting a Business Opportunity</u> This topic considers how to spot a successful business opportunity. It focuses on customer needs and how to identify them as well as spotting gaps in the market.</p>	<p><u>Showing Enterprise</u> This topic considers the skills needed to be enterprising. It focuses on competitive advantage, calculated risk and what questions entrepreneurs need to ask.</p>	<p><u>Putting a business idea into practice</u> This topic considers the practicalities of making a business idea happen. It focuses on the qualities of a successful entrepreneur, cash flow and estimating revenue, costs and profits.</p>	<p><u>Making the start-up effective</u> Again, this topic considers the practicalities of making a business idea happen. It focuses on the customer, marketing and staffing.</p>	<p><u>Understanding the economic context</u> This topic considers the economic factors that affect business. It focuses on demand and supply, interest rates and import and export.</p>	<p><u>Controlled assessment (inc. practice and preparation)</u> Assessment of higher order thinking skills. The controlled assessment is in two sections – research and write up.</p>



<b>COMPUTER Science</b>					
Exam board: OCR Computing			Specification code: J276		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Introduction to Programming</u> Starting with paper based logic problems and leading to creating Python programs allowing for Inputs and Outputs.	<u>Computer Hardware</u> Understanding the purpose of computer components and identifying the most suitable components for specific roles.	<u>Further Programming and Software</u> Using Loops, If statements and Arrays in programs. Identifying the features and functions of an operating system.	<u>Skill Building for the A452 assessment</u> Using Classes and functions effectively in programs.	<u>A452 Assessment</u> Completing the exam board set task as a controlled assessment.	<u>Extended Programming – Game Creation</u> Apply programming skills in addition to learning the functions available in Pygame to create a simple phone game.
<b>GEOGRAPHY</b>					
Exam board: WJEC			Specification code: C1112U20		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Changing Environments</u> In this module we will look at how coastal landscapes change over time, how coastlines are managed, how river landforms are created, how people are affected by river flooding, how the UK's and global climate varies, how weather hazards affect people, the impact pressure has on the environment, global warming and the impact of climate change.				<u>Changing Places – Changing Economies</u> In this module we will look at urbanisation, global cities, UK cities, shopping, tourism, development, trade and aid.	



## HISTORY

Exam board: AQA

Specification code: 8145

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Why didn't medicine improve in the Middle Ages and renaissance?</u> In this unit we look at medicine in the middle ages and renaissance and investigate what held back medical developments</p>	<p><u>Fighting disease after 1800.</u> <u>Which medical hero deserves the medal of honour?</u> In this unit we investigate medical pioneers such as Louis Pasteur, Robert Koch and Alexander Fleming</p>	<p><u>Public Health after 1800.</u> In this unit we find out about events such as the great stink in London, the Public Health Acts of 1848 and 1875 and the creation of the NHS. <u>Surgery after 1800.</u> Here we learn how the three great problems, of pain, blood loss and infection were finally solved</p>	<p><u>British depth study. Norman England 1066-1100. Conquest and control.</u> In this unit we find why William won at Hastings and how he controlled England.</p>	<p><u>Life Under the Normans</u> In this unit we investigate feudalism and government under the reign of William as well as the economic and social changes and consequences.</p>	<p><u>The Norman Church and monasticism</u> In this unit we look at the effect of the Norman conquest on the English Church. We will also complete a study of the historical environment of a nominated site.</p>

## FRENCH

Exam board: AQA

Specification code: 8658

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Me, my family and friends</u> In this unit students will revise present, past and future tenses and describe themselves, their family and their likes and dislikes.</p>	<p><u>My studies and life at school</u> Students will describe a day at school, school rules and uniform and school life in other countries.</p>	<p><u>Home town, neighbourhood and region.</u> Students will describe their home, town, region and local area.</p>	<p><u>Technology in everyday life</u> Students will study social media, its advantages and disadvantages and the benefits and drawbacks of mobile technology.</p>	<p><u>Free time</u> Students will be able to discuss their free time activities, music, TV and cinema and going out.</p>	<p><u>Customs and festivals</u> Students will study France and its customs, international festivals and describing an event.</p>



<b>SPANISH</b>					
Exam board: AQA			Specification code: 8698		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Me, my family and friends</u> In this unit students will revise present, past and future tenses and describe themselves, their family and their likes and dislikes.	<u>Technology in everyday life</u> Students will study social media, its advantages and disadvantages and the benefits and drawbacks of mobile technology.	<u>Free time</u> Students will be able to discuss their free time activities, music, TV and cinema and going out.	<u>Customs and festivals</u> Students will study France and its customs, international festivals and describing an event.	<u>Home town, neighbourhood and region</u> Students will describe their home, town, region and local area.	<u>Social issues</u> Students will describe charity work that they and others do, healthy and unhealthy lifestyles and resolutions.
<b>PE GCSE</b>					
Exam board: Edexcel			Specification code: 1PE0		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Football/Netball/	Basketball/ Trampolineing	PEP	Table tennis/Climbing	Cycling/swimming	Tennis/ athletics
<b>Health and Social Care</b>					
Exam board: OCR			Specification code: R021		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Unit R022</u> Communication including talk from Dementia Friends and opportunity for level 1 BSL		<u>Unit R021</u> Exam Legislation and care values/rights		Completing R022 after the exam.	
<b>Citizenship, Character and Well Being</b>					
Term 1 & 2		Term 3 & 4		Term 5 & 6	
Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) Sex and Relationships (Safety) Sex and Relationships (Abusive relationships) and the law (Consent) FGM and abuse STI's Sexual Identity Drugs and alcohol abuse Peer pressure (Drugs) – how to get support and help		Work experience preparation Work experience preparation Employability Employment rights Health and Safety in the workplace		Community cohesion Migration Economic Understanding and Personal Financial Capability Economic Understanding and Personal Financial Capability Consumer laws and rights	





# Granville Academy



<b>RE/Ethics – Core</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<u>Life and Death</u>	<u>Religious Fairness</u>	<u>Evil and Suffering</u>	<u>Religion in Society</u>	<u>The Universal Order</u>	<u>Ethics and Morality</u>