

# Year 10 Curriculum Map



# The Bolsover School Vision



The Bolsover School  
*'Nothing but the Best'*

## Trust

- High Expectation
- Confident Learners
- Respectful
- Widen Experiences
- Critical Minds
- Subject Experts

## Brave

- Limitless
- Creative
- Thirst for learning
- Active Learners
- Responsible Citizens
- Personal Development focused

## Success

- Celebrate Achievement
- Strong Destinations
- Broad & Balanced offer
- Literacy focused
- Achieving Excellence
- Teaching & Learning emphasis

## Core Values

1. To participate in a careers or curriculum based visit to enrich your education
2. To organise individually or as a team member a charity fund raising activity
3. To represent your house in at least 10 disciplines
4. To make a significant contribution to an arts event within the school
5. To represent the school in sports on more than one occasion
6. To participate in a curriculum plus activity and/or secure a recognised community award
7. To secure a school position of responsibility
8. To undertake 3 public speaking events or assemblies
9. To lead an effect school based enterprise venture
10. Individual target



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# English

Term/Weeks	Term 1-2	Term 3-4		Term 5		Term 6	
Topic	An Inspector Calls; Jekyll and Hyde	<b>Language</b> - Write Here, Write Now (1 lesson a fortnight); writers' viewpoints and perspectives (1 lesson per week)	<b>Literature</b> - Power and Conflict Poetry (2 lessons per week); unseen poetry (1 lesson per week)	<b>Language</b> - Write Here, Write Now (1 lesson a fortnight); writers' viewpoints and perspectives (1 lesson per week)	<b>Literature</b> - Jekyll and Hyde (2 lessons per week); Power and Conflict Poetry (1 lesson per week)	<b>Language</b> - Write Here, Write Now (1 lesson a fortnight); writers' viewpoints and perspectives (1 lesson per week)	<b>Literature</b> - Macbeth (2 lessons per week); unseen poetry (1 lesson per week)
Knowledge and Skills	<b>Themes</b> Responsibility Social class Supernatural Gothic Victorian London Edwardian society Mystery Violence Morality Religion Science  Inference Methods Writers' intentions and ideas Viewpoint writing	Viewpoint writing Language analysis Inference Writer's viewpoints Comparison	<b>Themes</b> Power War Responsibility Memory Guilt Strong emotions  Structure and form Writers' intentions Inference Methods Comparing two texts	Viewpoint writing Language analysis Inference Writer's viewpoints Comparison	<b>Themes</b> Responsibility Supernatural Gothic Victorian London Mystery Violence Morality Religion Science Power War Strong emotions  Inference Methods Structure and form Writers' intentions and ideas	Viewpoint writing Language analysis Inference Writer's viewpoints Comparison	<b>Themes</b> Appearance vs reality Supernatural Violence Guilt Masculinity Jacobean society Fate  Inference Methods Structure and form Writers' intentions and ideas



# Mathematics Term 1-3

Term/Weeks	Term 1		Term 2		Term 3	
Level	Foundation	Higher	Foundation	Higher	Foundation	Higher
Topic	Graphs, tables and charts Fractions and percentages	Interpreting and representing data Fractions, ratios and percentages Angles and trigonometry	Equations, inequalities and sequences Angles Average and range	Angles and trigonometry Graphs Area and volume	Average and range Perimeter, area and volume	Area and volume Transformations and constructions Equations and inequalities
Knowledge and Skills	Frequency tables Two-way tables Representing data Time series Stem and leaf diagrams Pie charts Scatter graphs Line of best fit Working with fractions Operations with fractions Multiplying and dividing fractions Fractions, percentages and decimals Calculating percentages	Statistical diagrams Time series Scatter graphs Line of best fit Averages and range Fractions Ratios Percentages Angle properties of triangles and quadrilaterals Interior and exterior angles of a polygon Pythagoras' theorem Trigonometry	Solving equations Solving equations with brackets Introducing inequalities Generating sequences Using the nth term of a sequence Properties of shapes Angles in parallel lines and triangles Exterior and interior angles Geometric patterns Mean, mode, median and range Types of average Estimating the mean Sampling	Angle properties of triangles and quadrilaterals Interior and exterior angles of a polygon Pythagoras' theorem Trigonometry Linear graphs Graphing rates of change Real-life graphs Line segments Quadratic graphs Cubic and reciprocal graphs Perimeter and area Units and accuracy Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones	Mean, mode, median and range Types of average Estimating the mean Sampling Rectangles, parallelograms and triangles Trapezia and changing units Area of compound shapes Surface area of 3D solids Volume of prisms	Perimeter and area Units and accuracy Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones 3D solids Reflection and rotation Enlargement Transformations and combinations of transformations Bearings and scale drawings Constructions Loci Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities

# Mathematics Term 4-6

Term/Weeks	Term 4		Term 5		Term 6	
Level	Foundation	Higher	Foundation	Higher	Foundation	Higher
Topic	Graphs	Equations and inequalities Probability	Transformations Ratio and proportion	Multiplicative reasoning Similarity and congruence	Right-angled triangles Probability Multiplicative reasoning Constructions, loci and bearings	Trigonometry Further statistics Equations and graphs
Knowledge and Skills	Coordinates Linear graphs Gradient $y=mx+c$ Real-life graphs Distance-time graphs	Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities Combined events Mutually exclusive events Experimental probability Independent events and tree diagrams Conditional probability Venn diagrams and set notation	Translation Reflection Rotation Enlargement Combining transformations Writing and using ratios Ratios and measures Comparing using ratios Using proportion Proportion and graphs	Growth and decay Compound measures Ratio and proportion Congruence Geometric proof and congruence Similarity Similarity in 3D solids	Pythagoras' theorem Trigonometry: sine, cosine and tangent ratios Finding lengths and angles using trigonometry Calculating probability Two events Experimental probability Venn diagrams Tree diagrams Percentages Growth and decay Compound measures Distance, speed and time Direct and inverse proportion 3D solids Plans and elevations Accurate drawings Scale drawings and maps Constructions Loci and regions Bearings	Accuracy Graph of the sine and cosine function The tangent function Calculating areas and the sine rule The cosine rule and 2D trigonometric problems Solving problems in 3D Transforming trigonometric graphs Sampling Cumulative frequency Box plots Drawing histograms Interpreting histograms Comparing and describing populations Solving simultaneous equations graphically Representing inequalities graphically Graphs of graphic functions Solving quadratic equations graphically Graphs of cubic functions

# Science

Combined Science - Double Award									
Week/term	Term 1			Term 2			Term 3		
Topic	B: Diseases and bioenergetics Biological responses	C: Chemical reaction and energy changes Rates, equilibrium and organic chemistry	P: Particles at work	B: Biological responses	C: Rates, equilibrium and organic chemistry Analysis and the Earth's resources	P: Forces in action	B: Genetics and reproduction	C: Analysis and the Earth's resources	P: Forces in action
Knowledge and Skills	Non-communicable diseases Photosynthesis Respiration	Electrolysis Energy changes Rates and equilibrium	Molecules and matter Radioactivity	The human nervous system Hormonal coordination Homeostatis in action	Crude oils and fuel Organic reactions Polymers Chemical analysis	Forces in balance Motion	Reproduction Variation and evolution Genetics and evolution	The Earth's atmosphere	Force and motion Force and pressure

  

Triple Science									
Week/term	Term 1			Term 2			Term 3		
Topic	B: Diseases and bioenergetics Biological responses	C: Rates, equilibrium and organic chemistry Analysis and the Earth's resources	P: Forces in action	B: Biological responses Genetics and reproduction	C: Analysis and the Earth's resources	P: Forces in action Waves, electromagnetism and space	B: Genetics and reproduction Ecology	C: Analysis and the Earth's resources	P: Waves, electromagnetism and space
Knowledge and Skills	Photosynthesis Respiration The human nervous system Hormonal coordination	Organic reactions Polymers Chemical analysis	Motion Force and motion	Homeostatis in action Reproduction Variation and evolution	The Earth's atmosphere The Earth's resources	Force and pressure Wave properties Electromagnetic waves	Genetics and evolution Adaptations, interdependence and competition Organising an ecosystem	Using our resources	Light Electromagnetism Space



# Art

Term/Weeks	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic	Still life - Painting Project	Portraiture and glass - Painting project	Distorted Portraiture - Printmaking	Abstract art : Painting Project	Final independent project
<b>Knowledge and Skills</b>	Contextual research Observational studies of still life Media experiments Paint techniques Evaluating work in progress Understanding rules of composition Planning a final piece Final piece painting Evaluation of final outcome	Contextual research Observational studies of glass Portraiture introduction Paint techniques Photography exploration Evaluating work in progress Understanding rules of composition Planning a final piece Final piece portrait Evaluation of final outcome	Contextual research Printmaking experiments: monoprints, polyprinting & reduction printing Evaluating work in progress Planning a final piece Final piece lino print Evaluation of final outcome	Contextual research Observational studies Media experiments Paint techniques Composition Exploration Evaluating work in progress Planning a final piece Final piece painting Evaluation of final outcome	Contextual Research Media Experiments Photography exploration Final piece planning Final piece production in choice of media Evaluation of final outcome



# Business Studies

Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	Growing the business	Making marketing decisions	Making operational decisions	Making human resource decisions
Knowledge and Skills	Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business	Product Price Promotion Place	Business operations Working with suppliers Managing quality The sales process Making financial decisions Business calculations Understanding business performance	Organisational structures Effective recruitment Effective training and development Motivation

# Careers

Month	September	October	November	December	January	February	March	April	May	June	July
Topics	KUDOS E2E Passport Careers in healthcare Careers in hospitality and food Careers in administration	Barclays life skills Careers in animal care Careers in beauty and wellbeing	Careers in construction and trades STEAM careers Careers in computing, technology, digital Health professionals	Choosing A levels Careers in creative and media Qualifications explained	College courses Taster days at colleges and sixth forms Y10 - CVs Careers in emergency and uniform services Y7 - E2E passport Careers in engineering and maintenance Careers in the environment and on the land	Careers in government services Apprenticeships and degree apprenticeships Careers in home services	Russell group universities UCAS Employability skills Volunteering Careers in law and the legal profession Managerial careers	Manufacturing careers Careers in retail and sales	Careers in science and research Part time jobs Y11 - CVs Social care careers	Careers in sport and leisure Teaching and education careers Careers in transport Careers in travel and tourism Who am I? quiz	Careers in delivery and storage Self-awareness



# Design Technology

Term/Weeks	Term 1	Term 2	Term 3
Topic	Core technical principles	Core technical principles	Core technical principles
Knowledge and Skills	<ul style="list-style-type: none"> <li>New and emerging technologies</li> <li>Design strategies</li> <li>Communication of design ideas</li> <li>Energy generation and storage</li> <li>Systems approach to designing</li> <li>Mechanical devices</li> <li>Developments in new materials</li> <li>Materials and their working properties</li> <li>Selection of materials or components</li> <li>Using and working with materials</li> <li>Communication of ideas</li> <li>Ecological and social footprint</li> <li>Sources and origins</li> <li>Stock form types and sizes</li> <li>Scales of production</li> <li>Specialist techniques and processes</li> <li>Material management</li> </ul>	<ul style="list-style-type: none"> <li>Specialist techniques and processes</li> <li>Material management</li> <li>Tolerances</li> <li>Surface treatments and finishes</li> <li>Forces and stresses</li> <li>Selection of materials or components</li> <li>The work of others</li> <li>Design strategies</li> <li>Communication of design ideas</li> <li>Investigation, primary and secondary data</li> <li>Environmental, social and economic challenge</li> <li>Prototype development</li> <li>Specialist tools and equipment</li> <li>Using and working with materials</li> </ul>	<ul style="list-style-type: none"> <li>Using and working with materials</li> <li>Scales of production</li> <li>Specialist techniques and processes</li> <li>NEA</li> </ul>

# Drama

Term/Weeks	Term 1-2	Term 3	Term 5-6
Topic	Noughts & Crosses	Devising, Noughts & Crosses	School film Component 2: Devised Piece
Knowledge and Skills	<p>Curriculum Review: Theatre Roles and Terminology – Theatrical roles, staging positions and configurations.</p> <p>Dramatic Genre and Techniques.</p> <p>From page to stage</p> <p>Practical close analysis of Noughts and Crosses, Act 1.</p> <p>Themes Mindmap.</p> <p>Still Images &amp; Thought Tracks.</p> <p>Theme of Conflict.</p> <p>Audience relationship and the dramatic effects of Narration and Direct Address: Soliloquy and Asides.</p> <p>Blocking</p> <p>Written Exam, Section B questions.</p> <p>Techniques and conventions of Epic Theatre.</p> <p>Proxemics.</p> <p>Epic Theatre Design, Transitions, Props</p> <p>Cross-Cutting and Reportage</p> <p>Forum Theatre</p> <p>Section B, exam questions</p> <p>Transitions</p> <p>Role on the Wall, Hotseating, Character Profiles.</p> <p>Tension.</p> <p>Character development – Callum &amp; Sephy</p> <p>Subtext and the Alienation Effect</p>	<p>Exploring stimuli: The Tempest</p> <p>Shakespearean text, Contemporary dance, Poeta, picture of tilted painting.</p> <p>Mindmapping and research.</p> <p>Physical Skills:</p> <ul style="list-style-type: none"> <li>Contemporary Dance Spiral Technique</li> <li>Contemporary Dance Release Technique</li> <li>Seascape Technical Study</li> </ul> <p>How to perform Shakespearean text.</p> <p>Vocal Skills:</p> <ul style="list-style-type: none"> <li>Choral Speaking using text from The Tempest</li> <li>Soundscapes</li> </ul> <p>Text found from research</p> <p>Explorations of issues, characters, relationships and plot.</p> <p>Development of Statements of Intention.</p> <p>Freeze frames, Direct Address, Conscious Alley</p> <p>Use of Lighting, Sound, Costume to create mood and atmosphere</p> <p>Staging phone calls</p> <p>Staging the Explosion.</p> <p>Building tension using music, sound fx and slow motion.</p> <p>Lighting the aftermath with mobile phones.</p> <p>Character Development: Meggie and Sephy</p> <p>To include Revision for Written Exam:</p> <p>Section A – Roles &amp; Responsibilities.</p> <p>Section B – Noughts &amp; crosses.</p> <p>Section C – A Christmas Carol.</p>	<p>School Film Devising Task:</p> <p>Camera shots and techniques.</p> <p>Research, rehearse and film contribution to school film.</p> <p>Component 2: Scripting and Structuring performances - openings, transitions, endings</p> <p>Theatrical Design – sets, costume and lighting</p> <p>Rehearsing Physical and Vocal Skills, choral and ensemble work; staging and blocking.</p> <p>Refinements in the light of audience feedback and with reference to Statements of Intention.</p> <p>Videod performance at Showcase.</p> <p>Final Devising Log.</p>

# Food Preparation and Nutrition

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Functional properties of fats	Functional properties of Carbohydrates	Functional properties of Proteins Primary and secondary processing	Sensory analysis, allergies, Preservation and Raising agents.	NEA 2	NEA 2
Knowledge and Skills	<p>Fats:</p> <p>Functional properties and chemical structure.</p> <p>Classification – saturated, unsaturated and polyunsaturated. Impact on health.</p> <p>Cake making methods.</p> <p>Practical: Victoria Sponge</p> <p>Types of fats uses in products. % and sources.</p> <p>Recipe modification to reduce fat content.</p> <p>Fortification revision of function and vitamins.</p> <p>Shortcrust pastry: shortening principles.</p> <p>Pastry investigation and write up.</p> <p>Practical: Shortcrust pastry – cheese and onion pasties.</p> <p>Types of pastry making methods, function of ingredients, ratios and proportions. Technical language: gelatinisation, caramelisation, dextrinisation and coagulation. Annotation of pastry making method. Products linked to pastry making methods.</p> <p>Practical: Puff pastry – sausage rolls</p> <p>Why do we cook food?</p> <p>Heat transfer: conduction convection and radiation.</p> <p>Cooking methods: Moist and dry. Microwaving.</p>	<p>Carbohydrates: Recap types &amp; function.</p> <p>Classification: monosaccharides, disaccharides and polysaccharides.</p> <p>Impact of excess and deficiency.</p> <p>Recommendations for fibre. Glycemic index.</p> <p>Practical: Quiche</p> <p>Gelatinisation: sauce investigation. GM foods. Sauces.</p> <p>Practical: Chicken and bacon pasta.</p> <p>Caramelisation – Fair trade</p> <p>Dextrinisation.</p> <p>Practical: Caramel shortbread</p>	<p>Protein: Eggs, structure, freshness, denaturation, coagulation.</p> <p>Practical: Fishcakes</p> <p>Eggs: aeration, High risk foods: Food safety and food poisoning.</p> <p>Practical: Roulade</p> <p>Meat: origin, structure, cooking methods, marinating.</p> <p>Practical: Pasta and meatballs</p> <p>Protein: gluten formation – bread and shortcrust making.</p> <p>Practical: Bread products</p> <p>Primary and secondary processing – food provenance and cultural foods.</p> <p>Practical: Thai curry</p> <p>Primary and secondary processing: milk, cheese, yogurt, cream, butter.</p>	<p>Sensory analysis</p> <p>Food allergies and intolerance.</p> <p>DRV's, energy balance.</p> <p>Food preservation – micro-organisms</p> <p>Assessment: Exam style</p> <p>questions: food poisoning, use of micro-organisms.</p> <p>Raising agents: air,</p> <p>Practical: Lemon meringue pie.</p> <p>Raising agents: CO2 and steam</p> <p>Practical: Profiteroles</p> <p>Assessment: Exam style</p> <p>questions: raising agents.</p>	<p>Brief: Seasonal fruits and vegetables</p> <p>Introduction and analysis of task.</p> <p>Research range of recipe ideas: advantages and disadvantages.</p> <p>Skill analysis and identification of cooking methods.</p> <p>Sensory descriptors – ready for tasting.</p> <p>Costing and nutritional analysis.</p> <p>Practical: Test out first product.</p>	<p>Planning: accurate list of ingredients including quantities, list of equipment and time plan with both quality and food safety checks.</p> <p>Practical: Test out second product.</p> <p>Recommendations for presentation methods.</p> <p>Sensory evaluation and recommendations for improvement.</p>

# Geography

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Coasts/Rivers	Rivers	Urban Challenges	Urban Challenges	Urban Challenges	Changing Economic World
<b>Knowledge and Skills</b>	Coastal Erosion Coastal Management <i>Case Study - Holderness</i> <b>End Of Unit Test</b> The River Valley River Processes Upper Course Features	Middle Course Features Lower Course Features <i>Example - River Clyde</i> Flooding Management <i>Case Study - Boscastle</i>	Urbanisation Megacities Consequences of Urbanisation <i>Management - Mini Case Study Rio</i> <i>Full Case Study - Lagos</i>	UK Urban Patterns Urban Change Consequences of Urban Change	Mock Exam Dirt <i>Mini UK Case Study - Manc</i> <i>Full UK Case Study - Liverpool</i> Traffic Strategies Sustainable Urban Living	Measuring Development Uneven Development Causes of Uneven Development Consequences of Uneven Development UNIT 3 FIELDWORK

# Health and Social Care

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Lifespan Development	Lifespan Development	Dealing with Life Events	Dealing with Life Events	Services and Values	Services and Values
Knowledge and Skills	Revisit life stages PIES in more detail	Life events Relationships Genetic influences Economic influences Coursework 1A	Coping with change Sources of support Types of support	Relationship changes Expected and unexpected life events Coursework 1B	Types of service Local services Primary, secondary and tertiary care Allied healthcare professionals	Types of barrier Overcoming barriers Effects of not accessing services Coursework 2A

# History

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Paper 2 - Anglo-Saxon and Norman England	Paper 2 - Anglo-Saxon and Norman England Paper 2 - American West	Paper 2 - American West	Paper 2 - American West	Paper 2 - American West Paper 1 - Historic environment	Paper 1 - Historic environment
Knowledge and Skills	William I In power: securing the Kingdom, 1066–87. Norman England, 1066–88. Chronology.	Norman England, 1066–88. The Early Settlement of the American West, c1835–c1862. Development of the Plains, c1862–c1876. Chronology.	The Early Settlement of the West continued. Development of the Plains, c1862–c1876. Conflicts and Conquest, c1876–c1895. Chronology.	Conflicts and Conquest, c1876–c1895. Chronology.	Conflicts and Conquest, c1876–c1895. The Historic Environment. Whitechapel c1870- 1900 crime, Policing and the Inner City. Source analysis.	The Historic Environment. Whitechapel c1870- 1900 Crime, Policing and the Inner City. Source analysis.



# I-Media

Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	RO82	RO82 - Assessment	RO85	RO85
<b>Knowledge and Skills</b>	Create a digital graphic Source and create graphics Using tools and techniques Saving/exporting graphics in different formats Version control	RO82 Assessment	Understand the properties and features of multipage websites Purpose of websites Devices used to access the internet Internet connection Plan a multipage website Client requirements Target audience Work plan Site map Visualisation diagrams Asset table Test plan Legislation	Create a multipage website using multimedia Source and import assets Use a range of features of the software to create a multipage website Embedding content Adding a form Create a navigation system Save and publish a multipage website Identifying client requirements Judging success of a product Reviewing a multipage website Identifying improvements to a multipage website

# Modern Foreign Languages

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Family	Relationships	Free time activities Customs and traditions	Mock exam preparation	The media and the internet	
<b>Knowledge and Skills</b>	Family relationships Things you do with family / friends	Your views on marriage Marriage and living together	Music Eating out – talking about food and drink in Germany/France/Spain Customs and traditions Learning about festivals in Germany/France/Spain	Revision	Discussing your own and others internet use Advantages and disadvantages of the internet Discussing gaming preferences Mobile phone use Advantages and disadvantages of mobile phones	



# Music

Term/Weeks	Term 1-2	Term 3-4	Term 5-6
Topic	Composition and solo performance	Ensemble performance	Composition Ensemble performance
<b>Knowledge and Skills</b>	Film music Timbre Tone colour Dynamics Leitmotif Musical time period forms <i>Eine Kleine Nachtmusik</i> Solo performance Composition in ternary or rondo form	Music for ensemble Texture Sonority/timbre Arrangement of ensemble Development of composition	Popular music Pop, pop rock, fusion and bhangra <i>Since You've Been Gone</i> Ensemble performance work <i>Eine Kleine Nachtmusik</i> Composition completed

# Physical Education

Term/Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Knowledge and Skills</b>	Invasion games Badminton Fitness Trampolining Dodgeball	Invasion games Trampolining Dodgeball Netball Just dance	Invasion games Netball Just dance Handball Circuits/HIIT	Athletics Benchball	Striking and fielding Tennis Short tennis	Striking and fielding Tennis Short tennis



# GCSE Physical Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Movement analysis Football</b>	<b>Cardiovascular system Respiratory system</b>	<b>Effects of exercise</b>	<b>Engagement patterns Commercialisation in sport</b>	<b>Sports psychology Health, fitness and well-being</b>	<b>Diet and nutrition Coursework - Analysing and evaluating performance (AEP).</b>
<b>Knowledge and Skills</b>	Lever systems. Planes of movement. Axes of rotation. Football assessment.	Structure and function of the cardiovascular system. Structure and function of the respiratory system. Aerobic and anaerobic exercise.	The short term and long term effects of exercise on the body systems (Muscular system, The cardiovascular system, The respiratory system).	Current trends in participation in physical activity and sport in the UK. The main factors affecting participation in physical activity and sport. Strategies to improve participation. The influence of the media. The influence of sponsorship. The 'golden triangle'.	Characteristics of skilled performers. Classification of skills. Goal setting. Mental preparation techniques. Guidance. Feedback. Healthy lifestyles. Emotional and social benefits of being physically active. Emotional and social consequences of a sedentary lifestyle.	The healthy balanced diet. Composition of a healthy diet. Effective nutritional strategies for those who exercise regularly. Factors to consider with sports performers and nutrition. Coursework - Analysing and evaluating performance (AEP).

# Cambridge National in Physical Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Contemporary issues in sport	Contemporary issues in sport	Be able to use skills, techniques and tactics as an individual performer	Be able to use skills, techniques and tactics as a team performer	Be able to officiate in a sporting activity Exam prep	Be able to apply practice methods to support improvement in a sporting activity
Knowledge and Skills	Different user groups Barriers to participation Promotion, provision, access Local case study Popularity of sport PERMS Popularity of sport PAMPERS New and emerging sports Sporting values and initiatives Performance enhancing drugs Ethical issues linked to Sporting etiquette	Types of performance enhancing drugs The morals of performance enhancing drugs NGBs, promotion and development NGB's infrastructure NGB's policies and initiatives Moral debate NGB's funding and support	AS AN INDIVIDUAL PERFORMER Performance of skills and techniques. Creativity Appropriate use of tactics, strategies and compositional ideas Decision making during performance Ability to maintain own performance	AS A TEAM PERFORMER Performance of skills and techniques. Creativity Appropriate use of tactics, strategies and compositional ideas Decision making during performance Ability to maintain own performance Awareness of role within/contribution to the team.	Applying rules relevant to an activity. The importance of consistency. The importance of accuracy. The use of signals. Communicating decisions. The importance of positioning.	Identifying strength and weaknesses. Different types of skill (Open and Closed). Types of practice (Whole, Part, Variable and Fixed). Tools to evaluate performance. Measuring improvement.

# Personal Development

Month	September	October	November	December	January	February	March	April	May	June	July
Topics	Setting standards 50th anniversary of the moon landing Sexual health week - consent Careers support	Anti-stigma awareness Dyslexia and dyspraxia awareness day Core values catch up week E2E passport week E2E passport week Radicalisation awareness	Anti-bullying week Drugs and alcohol awareness Core values catch up week E2E passport week International men's day Young carers day	100 year anniversary of the first female MP Bolsover election 2019 Core value catch up week E2E passport week 175th anniversary of co-op Christmas and Hanukkah	125th anniversary of the National Trust Education day Core value catch up week E2E passport week Franco-German day Inter-faith harmony week	Core value catch up week E2E passport week Safe internet week Democracy	World wildlife day World maths day credit cards National careers week World poetry day Core value catch up week E2E passport week	90th anniversary of the BBC World immunisation week	75th anniversary of VE day Local community history Core value catch up week E2E passport week HIV/AIDS awareness day - safe sex	Core value catch up week E2E passport week World oceans day World blood donor day Altruism International day of parliamentarians	Euro 2020 Healthy lifestyles 90th anniversary of Sir Arthur Conan Doyle's death World youth skills day Core value catch up week E2E passport week



# Religious Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	Muslim Belief	Muslim Belief	Crime and Punishment	Crime and Punishment	Exam prep for May exams
Knowledge and Skills	The six beliefs The five roots The nature of Allah Risalah	Holy books Malaikah Al-Qadr Akhirah	Need for Justice and response to crime. Good, Evil and Suffering Attitudes to punishment	Aims of punishment Forgiveness Human Rights	Revision



# Contemporary & Moral Issues

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Muslim Beliefs	Crime and Punishment	Crime and Punishment	Living the Muslim Life	Peace and Conflict	Peace and Conflict
Knowledge and Skills	The Six Beliefs The Five Roots The Nature of Allah Risalah Holy Books Malaikah Al-Qadr Akirah	Need for Justice Islamic responses to crime Good, Evil and Suffering Attitudes to Punishment Aims of Punishment	Forgiveness Human Rights Capital Punishment	Ten Obligatory Acts Shahadah Salah Sawm Zakat and Khums Jihad Festivals	Attitudes to peace Role of Muslims in peacemaking Attitudes to conflict Pacifism	Just War Theory Holy War WMD's Issues surrounding conflict

# Textiles

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Textile artists - Creation of texture	Textile artists - Influences on working practice and style	Textiles from different cultures	Textile artists - Inspiration from museum pieces	Print and Dye Experiments	Creation of artefact
<b>Art and Design Textile Design Knowledge and Skills</b>	<p>Introduce students to materials and explore a range of practical activities. Introduce students to the creation of texture in the work of practitioners such as Jeanette Appleton, Jan Beane, Rachel Quarmbay and Kim Thittichai.</p> <p>Students experiment with processes such as hand and/or machine stitching and dyes and fabric manipulation.</p> <p>Students create their own samples to reflect their understanding of texture and surface quality.</p>	<p>Students introduced to textile artists such as Prudence Mapstone, Robin Paris or Lindsay Taylor, who use, or have been inspired by, surface qualities and textural effects and techniques.</p> <p>Students select, analyse and investigate the work and style of suggested artists and discover influences on working practice and style.</p> <p>Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means.</p> <p>Students review their work and consider a selection of possible outcomes informed by their discoveries and experiments.</p>	<p>Introduce students to the textiles of other cultures and explore how different societies have used pattern, colour and decorative elements in their textiles.</p> <p>Students select one culture and consider context, style, process, meaning and function, as well as how key features are depicted and created in the chosen textiles.</p> <p>Students produce several samples, studies or illustrations to evidence their understanding.</p>	<p>Students visit a museum and identify sources in response to the theme 'Pattern and Decoration.'</p> <p>Students make observational studies, diagrams, sketches and notes on objects and artefacts they find inspiring.</p> <p>On returning to school they review their observations and extend their findings through additional research and engagement with appropriate sources.</p> <p>Students identify contemporary artists or designers who have been inspired by museum artefacts or textiles from other cultures.</p> <p>Students investigate how museum pieces inspired the work of Sue Lawty, Grayson Perry, Alison Watt or Vivienne Westwood.</p> <p>Students explore how the patterned fabrics of Indian art and textiles influenced the work of Zandra Rhodes, John Galiano or Kenzo.</p>	<p>Students explore selected imagery through print and dye experiments.</p> <p>Students are introduced to dye resist processes, silk painting and batik. They explore simple stencil cutting and block printing.</p> <p>Students develop repeat patterns using the imagery derived from their museum studies.</p>	<p>Students use the knowledge and understanding gained to date to create an artefact that has been inspired by their museum and cultural studies.</p> <p>Students may use one or a combination of the media, techniques or processes that they have encountered through their course of study.</p> <p>Students should present their ideas and findings that have led to and support their decision making in an appropriate format.</p> <p>Students should make one of the following: An item for home furnishing. A fashion/costume piece or accessory such as a hat, scarf, shoes or belt. A bag or textile container. A textile panel.</p>



# Work Skills

Topic	Unit 59: Learning from Work Placement and Folder Check	Unit 37: Building Working Relationships with Colleagues	Unit 37: Building Working Relationships with Colleagues and Folder check	Assessment Criteria and Evidence Logs	Final Submission Dates
Skills	<p><b>3 Be able to use learning from the work placement to set career-related goals:</b></p> <p>3.1 Describe how the work placement experience might assist them in making choices about a future career</p> <p>3.2 Set short-term and long-term goals which build on own learning from the work placement</p> <p><b>Folder Check:</b> A time to complete any missed or incomplete work on an individual basis</p>	<p><b>1 Know benefits of having effective working relationships with colleagues:</b></p> <p>1.1 Outline personal benefits of having effective working relationships with colleagues</p> <p>1.2 Describe work benefits of having effective working relationships with colleagues</p> <p><b>2 Know how to work effectively with colleagues:</b></p> <p>2.1 Describe ways to build positive working relationships with colleagues</p> <p>2.2 Describe challenges when building effectively working relationships with colleagues</p>	<p><b>3 Be able to work effectively with colleagues:</b></p> <p>3.1 Work effectively with others to achieve an agreed goal</p> <p>3.2 Review own performance when working with others using different sources of feedback</p> <p><b>Folder Check:</b> A time to complete any missed or incomplete work on an individual basis</p>	<p>Going back through all the assessment criteria on an individual basis and ensuring the evidence is collated for each specific Learning Outcome and Assessment Criteria.</p>	<p>Final Submission and Moderation of Assessment folders.</p>