

# Saffron Walden County High School Curriculum



## CURRICULUM SUMMARY#

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SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A Natural forms recording 2D/3D	TERM 1B Designing and making	TERM 2A Clay construction, decoration & finish	TERM 2B Cubist sculptural portraits	TERM 3A Designing and making sculptural planes in 2D/3D	TERM 3B Clay construction & development
Arts – 3D Design	KNOWLEDGE DOMAIN	<p>Development and refinement of observational work and artists influences.</p> <p>Developing sketchbook layout and presentation with annotation to clarify contextual links.</p> <p>Synthesis of critical study work, pastiches and stylisation.</p>	<p>Designing and making for 3D work, developing inspiration from contemporary and traditional ceramic linked to year 11 mock exam cultural investigations.</p> <p>Translating observational drawing into working drawings and design ideas. Translating two dimensional ideas into well resolved 3D outcomes.</p>	<p>Final outcome: series of test tiles, maquettes and final ceramic piece that develop and consolidate skills learnt.</p>	<p>Students learn about the rules of proportion and portrait anatomy. They explore how this was interpreted and altered by the Cubist and Futurist portrait artists.</p> <p>Students learn about how to record facial planes through observational drawing and how this relates to Cubist/Futurist ideas, techniques and processes. They use this to develop their own personal response.</p>	<p>Students explore the importance of lighting to reveal form within portraiture and use this to develop their own photography and subsequent observational work.</p> <p>They utilise their initial recording to develop their own design ideas in preparation for initial maquette construction before undertaking final outcome.</p>	<p>Students develop and refine their construction skills as the foundation for creating their ceramic Cubist head. They learn to maximise the properties of clay to construct a secure form that will hold its own weight and facilitate extended exploration of form, detail and expression within their ceramic work.</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Observational drawing, primary/secondary sources developing black/white media skills.</p> <p>Developing tonal colour application within a range of media (wet and dry)</p> <p>Exploration of ceramic artists from primary &amp; secondary source inspiration.</p> <p>Development &amp; application of colour theory &amp; symbolism to extend understanding of colour.</p>	<p>Focus on design for ceramic construction techniques/processes informed by foundation skills.</p> <p>Exploration of translating line, marking, detail into clay.</p> <p>Development of sketching for 3D design using weighted line, tonal value, contour lines to describe form and detail.</p> <p>Development of style, subject matter informed</p>	<p>Focus on explicit critical &amp; contextual links that inform the development of ideas, techniques and processes related to ceramic design.</p> <p>Students develop refined construction, modelling and finishing skills to create a well resolved ceramic form.</p> <p>Students select and apply suitable decorative relief techniques to develop and realise their ideas in clay. Students glaze, oxide or</p>	<p>Introduction to Cubism and exploration of the ideas, concepts and style of Cubist artists.</p> <p>Students learn how the Cubist/futurist artists represented multiple viewpoints, facial planes and anatomy within their 2D/3D portraits.</p> <p>They learn how to accurately represent proportions, anatomy and the importance of facial planes in creating a sense of form and dimension through</p>	<p>Students learn about the importance of lighting to reveal form within portraiture and how this can be utilised within their own photography.</p> <p>Students develop a series of design ideas that consolidate their understanding of cubist techniques, they explore how to describe form through tone, line and mark making techniques.</p> <p>They explore how colour can be extended to develop ideas and further</p>	<p>Students develop and extend their clay construction skills to create a portrait in clay.</p> <p>They develop sculpting and carving techniques to create facial planes, fragmentation and disjointed forms within their final piece.</p> <p>They fully explore the properties of clay and consider the weight and thickness of clay required to develop their ideas fully.</p>

		<p>Working from primary sources to develop understanding of colour.</p>	<p>by ceramic artists and own inspiration.</p>	<p>underglaze to finish their work.</p>	<p>observational drawing from primary/secondary sources. Students learn about the subject specific vocabulary associated with Cubist techniques and processes.</p>	<p>enhance dimension, mood and expression. Students explore the techniques of slab construction, modelling and form techniques within small scale clay work. Students learn how to construct armatures and basic forms in clay that show an accurate understanding of planes, proportion and anatomy.</p>	<p>They utilise the correct tools, joining, modelling and forming techniques to consolidate their initial design and experimentation. They review, modify and extend their skills to create a highly finished ceramic piece.</p>
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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A: natural forms recording	TERM 1B: natural forms design for print	TERM 2A: print making	TERM 2B: still life & Cubism	TERM 3A/B: still life & Cubism final piece	TERM 3B/A: final piece development
Art & Design	KNOWLEDGE DOMAIN	<p>Development and refinement of observational work and artists influences.</p> <p>Developing sketchbook layout and presentation with annotation to clarify contextual links.</p> <p>Synthesis of critical study work, pastiches and stylisation</p>	<p>Design for print, contemporary print makers, using backgrounds and extended printing techniques.</p> <p>Exploration of repeat pattern and tessellation linked to year 11 mock exam cultural investigations</p>	<p>Final outcome: series of lino prints</p> <p>Design for print, contemporary print makers, using backgrounds and extended printing techniques.</p>	<p>The outcome should focus on developing an understanding of composition elements, improving observational drawing skills and introducing Cubism.</p>	<p>The outcomes should focus on developing fragmentation techniques, media exploration, an appreciation of</p> <p>Analytical and Synthetic Cubism that informs the development of ideas in preparation for the final outcome</p>	<p>The final Cubist piece should focus on a sustained period of investigation and development, making explicit contextual links.</p> <p>Media should demonstrate a confident ability to use tonal colour media, resolving ideas and investigations.</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Observational drawing, primary sources developing black and white media skills.</p> <p>Developing tonal colour application within a range of media (wet and dry)</p> <p>Exploration of artists, cultures, printmakers and photographers as secondary source inspiration.</p> <p>Development and application of colour theory to extend understanding of colour.</p> <p>Working from primary sources to develop understanding of colour.</p>	<p>Focus on design for print techniques/processes</p> <p>Exploration of translating line, marking and contrast into print ideas.</p> <p>Development of black and white using weighted line, counter change.</p> <p>Development of style, subject matter and print format related to CCL</p>	<p>Focus on explicit contextual links</p> <p>Design for print: graphic image</p> <p>Lino printing techniques &amp; processes</p> <p>Creating a series of prints</p> <p>Portfolio selection/print presentation</p> <p>Evaluation</p>	<p>Formal composition elements</p> <p>Working from 'Still life' set up</p> <p>Describing form, dimension...</p> <p>Introduction to Cubism &amp; Still Life theme</p> <p>The importance of contextual links</p> <p>Developing annotation using subject specific terminology</p> <p>Sketchbook presentation</p>	<p>Introduction to Analytical Cubism</p> <p>Fragmentation techniques</p> <p>Media exploration informed by contextual links</p> <p>Creating a Cubist style/synthesising ideas</p> <p>Presentation and development.</p>	<p>Synthesis of colour, techniques and processes. Making explicit links to key artists</p> <p>Evaluation &amp; reflection. Complete evaluation and presentation of unit ready for summative assessment</p>

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Social Sciences - Business	KNOWLEDGE DOMAIN	<b>Business in the Real World</b> <ul style="list-style-type: none"> <li>Business ownership</li> <li>Aims &amp; Objectives</li> <li>Stakeholders</li> <li>Business Location</li> <li>Business Planning</li> </ul> <b>Influences on Business</b> <ul style="list-style-type: none"> <li>Business Ethics</li> <li>Methods of business expansion</li> <li>Technology</li> </ul>	<b>Influences on Business</b> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Legislation</li> <li>Economic environment</li> <li>Competitive environment</li> </ul>	<b>Business Operations</b> <ul style="list-style-type: none"> <li>Methods of production</li> <li>Efficiency in business operations</li> <li>Lean Production Procurement &amp; logistics</li> </ul>	<b>Business Operations</b> <ul style="list-style-type: none"> <li>Quality</li> <li>Customer service</li> </ul>	<b>Human resources</b> <ul style="list-style-type: none"> <li>Organisational structures</li> <li>Recruitment &amp; selection</li> <li>Motivating employees</li> </ul>	<b>Human resources</b> <ul style="list-style-type: none"> <li>Training</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Confident and accurate use of subject specific vocabulary  Explanation and analysis	Develop chains of analysis  Apply knowledge and understanding to contemporary business issues  Make balanced judgements by weighing up arguments	Application of theoretical knowledge to case studies and the real world	Confident and accurate use of subject specific vocabulary  Explanation and analysis	Weighing up benefits and costs  Analysis of the techniques used by businesses  Evaluation of business decisions	Confident and accurate use of subject specific vocabulary  Explanation and analysis  Making judgements based on the inter-related nature of functional areas

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	<b>Melodrama</b>	<b>TIE</b>	<b>Component 1 - Devising</b>	<b>Component 1 - Devising</b>	<b>Component 1 - Devising</b>	<b>Component 1 - Devising</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Introduction to Melodrama and techniques specific to the genre.</p> <p>Techniques taught and developed in this unit – stock characters, chase scenes, fight sequences.</p> <p>Understanding what makes an effective piece of Melodrama. Achieved through practical exploration, analysis of exemplar performances &amp; own work.</p> <p>Creating own Melodrama performance, in response to a stimulus set by the exam board.</p>	<p>Introduction to TIE and techniques specific to the genre.</p> <p>Understanding what makes an effective piece of TIE. Achieved through practical exploration, analysis of exemplar performances &amp; own work.</p> <p>Creating own TIE performance, with a clear message and target audience, in response to a stimulus set by the exam board.</p>	<p>Exploration of stimuli set by the exam board.</p> <p>Students devise a performance in groups, in response to one stimulus set by the exam board, in the style of either Melodrama or TIE.</p> <p>Students make notes on the changes made during the rehearsal process, in order to prepare their written portfolio.</p>	<p>Students devise a performance in groups, in response to one stimulus set by the exam board, in the style of either Melodrama or TIE.</p> <p>Students make notes on the changes made during the rehearsal process, in order to prepare their written portfolio.</p>	<p>Students devise a performance in groups, in response to one stimulus set by the exam board, in the style of either Melodrama or TIE.</p> <p>Students make notes on the changes made during the rehearsal process, in order to prepare their written portfolio.</p>	<p>Performance</p> <ul style="list-style-type: none"> <li>• Mock exam performance.</li> <li>• Act on feedback from mock exam to improve performance.</li> <li>• Perform final exam to an audience.</li> </ul> <p>Portfolio</p> <ul style="list-style-type: none"> <li>• Collate written portfolio, documenting the rehearsal process and rationale behind decisions.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Watch and reflect on WWW &amp; EBI in C1 performance.</li> <li>• Complete a written evaluation.</li> </ul>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Computer Science	KNOWLEDGE DOMAIN	<b>Programming</b> <ul style="list-style-type: none"> <li>• Purpose of functions &amp; procedures and knowing when to use them</li> <li>• Error identification</li> <li>• Pseudocode purpose and syntax</li> <li>• Follow and use structure charts</li> <li>• Using trace tables</li> </ul>	<b>Computer Systems</b> <ul style="list-style-type: none"> <li>• Types of programming languages</li> <li>• Hardware and Software</li> <li>• Internal components that make up a computer system</li> <li>• Data storage</li> <li>• How CPU works</li> </ul>	<b>Cyber Security</b> <ul style="list-style-type: none"> <li>• Understand and identify different types of malware</li> <li>• Know the different types of social engineering</li> <li>• Prevention of attacks</li> <li>• Pupils understand the term penetration testing</li> </ul>	<b>Networks</b> <ul style="list-style-type: none"> <li>• Pupils learn of three types of network and two topologies.</li> <li>• Understand the purpose of network protocols and when they are used</li> <li>• Network hardware</li> <li>• Understand how data is transmitted across a network</li> </ul>	<b>Databases and SQL</b> <ul style="list-style-type: none"> <li>• Pupils can identify key parts of SQL queries</li> <li>• Pupils develop their prior knowledge of relational databases</li> <li>• Pupils can relate their prior knowledge and understanding of databases with the SQL language</li> </ul>	<ul style="list-style-type: none"> <li>• Mock preparation lessons</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Programming skills <ul style="list-style-type: none"> <li>• Program using subroutines</li> <li>• Debug programs</li> <li>• Read pseudocode</li> <li>• Write pseudocode</li> <li>• Design structure diagrams</li> <li>• Complete trace tables for different programs</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Explanation</li> <li>• Applying their knowledge to different scenarios</li> <li>• Write basic assembly language</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Explanation</li> <li>• Applying their knowledge to different scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Explanation</li> <li>• Applying their knowledge to different scenarios</li> </ul>	Pupils can design, create and use SQL queries on databases using the following statements and filters: <ul style="list-style-type: none"> <li>• SELECT</li> <li>• WHERE</li> <li>• ORDER BY</li> <li>• INSERT</li> <li>• UPDATE</li> <li>• CREATE</li> </ul>	<ul style="list-style-type: none"> <li>• Revision skills</li> <li>• Breaking down exam questions</li> <li>• Answering questions in the right way</li> <li>• Using key words</li> </ul>

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Digital Information Technology	KNOWLEDGE DOMAIN	<b>Component 2</b> <ul style="list-style-type: none"> <li>Understand the difference between data, information and knowledge</li> <li>Data collection</li> <li>Define data</li> <li>Understand what a pivot table does</li> <li>Knowledge of slicers, sparklines and macros</li> <li>Understand the use of a dashboard</li> </ul>	<b>Component 2 Practice coursework &amp; Component 3 Theory</b> <ul style="list-style-type: none"> <li>Using Excel to summarise and analyse data</li> </ul> Understand how modern technology has impacted business	<b>Component 3 Theory &amp; Component 2 GCSE Coursework</b> <ul style="list-style-type: none"> <li>Understand how modern technology has impacted an organisation and an individual within the organisation</li> <li>Using Excel to summarise and analyse data</li> </ul>	<b>Component 2 GCSE Coursework, Component 1 &amp; Component 3 Theory</b> <ul style="list-style-type: none"> <li>Summarising data</li> <li>Understanding the term Human Computer Interaction and the factors that can affect it</li> </ul> Understanding the existing possible threats to an organisation's data	<b>Component 3 Theory &amp; Component 1</b> <ul style="list-style-type: none"> <li>Understanding the IT related policies that companies create and the laws they have to abide by</li> <li>Understand the design principles that are used to make successful user interfaces</li> </ul>	<b>Component 1</b> <ul style="list-style-type: none"> <li>Understand some of the different ways to plan a project</li> <li>Understand how to use GANTT and PERT charts to plan the schedule of project tasks</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Discussion of data collection and accuracy</li> <li>Pupils can use functions and formulae</li> <li>Use Pivot Tables, slicers and sparklines to create a fully functional dashboard</li> </ul>	<b>Component 2</b> <ul style="list-style-type: none"> <li>Analysis of data and how it can be collected</li> <li>Accurately use appropriate functions and formulae in spreadsheets</li> <li>Pupils can accurately use Pivot Tables, slicers and sparklines to create a fully functional dashboard</li> </ul> <b>Component 3 Knowledge</b> <ul style="list-style-type: none"> <li>Decomposing exam questions</li> <li>Identifying the key elements</li> </ul>	<ul style="list-style-type: none"> <li>Exam keywords are explored</li> <li>Verbal discussion surrounding exam answers</li> </ul> <b>Component 3 Knowledge</b> <ul style="list-style-type: none"> <li>Exam technique</li> <li>Exam practise</li> </ul> <b>EXAM Coursework Component 2</b> <ul style="list-style-type: none"> <li>Discussion skills</li> <li>Accurate use of functions and formulae in spreadsheets</li> <li>Accurate use of Pivot Tables, slicers and sparklines to create a fully functional dashboard</li> </ul>	<b>EXAM Coursework</b> Continue Component 2  <b>Component 2</b> <ul style="list-style-type: none"> <li>Discussion skills</li> <li>Use of functions and formulae</li> </ul> Creation of pivot tables	<b>Component 1</b> <ul style="list-style-type: none"> <li>Discussion skills</li> <li>Putting design principles into action</li> </ul> <b>Component 3</b> <ul style="list-style-type: none"> <li>Pupils can discuss the policies and laws that protect organisations and employees in relation to IT</li> <li>Identifying appropriate policies and laws</li> </ul>	<b>Component 1</b> <ul style="list-style-type: none"> <li>Analysis and evaluation</li> <li>Creation of GANTT and PERT charts for given scenarios</li> <li>Practice of skills for Component 1 style practice coursework</li> </ul>

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Year 10 The darkness of one's heart		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE DOMAIN	<b>Power and Conflict Poetry (English Literature)</b>	<b>English Language Paper 1: Explorations in Creative Reading and Writing</b>	<b>Modern Texts: Lord of the Flies or An Inspector Calls (English Literature)</b>	<b>Macbeth (English Literature)</b>	<b>Macbeth (English Literature)</b>	<b>Paper 2 Section B: Writer's Viewpoints and Perspectives</b>  <b>Speaking and Listening Endorsement</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	AO1: Read, understand and respond to texts.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects  AO3: Show understanding of the relationships between texts and the contexts in which they were written.	AO1: Identify, interpret and synthesise information and evidence.  AO2: Analyse how writers use language and structure for effect.  AO3: Compare writers' ideas and perspectives and how they are conveyed.  AO4: Evaluate texts critically.  AO5: Communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.  AO6: Use a range of vocabulary, sentencing and punctuation effectively.	AO1: Read, understand and respond to texts.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects  AO3: Show understanding of the relationships between texts and the contexts in which they were written.	AO1: Read, understand and respond to texts.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects  AO3: Show understanding of the relationships between texts and the contexts in which they were written	AO1: Read, understand and respond to texts.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects  AO3: Show understanding of the relationships between texts and the contexts in which they were written	AO5: Communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.  AO6: Use a range of vocabulary, sentencing and punctuation effectively.  To use the skills of effective non-fiction writing to write and deliver a successful speech.  To develop confident skills in oracy, communicating with clarity, fluency and intonation.



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Languages - French	KNOWLEDGE DOMAIN	<p><b>Travel and Tourism</b></p> <ul style="list-style-type: none"> <li>Saying how you used to spend your holidays</li> <li>Talking about where you go</li> <li>Describing where you go and how you get there</li> <li>Saying what you do on holiday</li> <li>To talk about a future holiday</li> <li>To describe an ideal holiday</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Imperfect</li> <li>Perfect</li> <li>Present including revision of irregular verbs faire/ aller</li> <li>Future</li> <li>Conditional</li> <li>Interrogatives – asking questions</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>Description of school day</li> <li>First day at school</li> <li>Opinions on school subjects</li> <li>Description of School buildings</li> <li>Description of School Rules</li> <li>Description of School Uniform</li> <li>Extra-curricular activities</li> <li>Primary school</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>All tenses</li> <li>Si clauses – present + future &amp; imperfect + conditional</li> <li>Quand clauses- future + future</li> <li>Relative pronouns – qui/que</li> <li>ce qui/ ce que</li> <li>Modal verbs – devoir/ pouvoir</li> <li>Expressions of possibility</li> <li>Expressions of obligation</li> <li>Future expressions</li> </ul>	<p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>Body parts, injuries and illnesses</li> <li>Giving advice</li> <li>Healthy and unhealthy diets</li> <li>Healthy lifestyle and well-being</li> <li>Cigarettes, drugs and alcohol</li> <li>Resolutions</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>avoir mal</li> <li>depuis</li> <li>Il faut/ il ne faut pas</li> <li>vous devriez</li> <li>pouvoir, vouloir, devoir</li> <li>Imperatives</li> <li>Expressions with de</li> <li>Present and Imperfect</li> <li>Future expressions</li> <li>Interrogatives – asking questions</li> <li>Subjunctive</li> </ul>	<p><b>Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>Different types of technology</li> <li>How we use technology</li> <li>Advantages and disadvantages of social media</li> <li>Advantages, disadvantages and dangers of mobile phones</li> <li>Features of mobile phones</li> <li>Future technology</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>pour + infinitive</li> <li>pour que je puisse + infinitive</li> <li>future</li> <li>grâce à</li> <li>si</li> <li>vous devriez</li> <li>il me permet de</li> <li>ça me permet de</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Global issues</li> <li>Local issues</li> <li>Recycling</li> <li>Individual gestures</li> <li>Pollution</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>comparative/ superlative</li> <li>subjunctive</li> <li>imperfect/ present</li> <li>expressions with de</li> <li>pour/ afin de + infinitive</li> <li>au lieu de + infinitive</li> </ul>	<p><b>Social Issues</b></p> <ul style="list-style-type: none"> <li>Charity work</li> <li>Inequality</li> <li>Poverty</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Vouloir/ aimer in conditional form</li> <li>Present participle</li> <li>tense recap</li> <li>verbs of possibility</li> <li>subjunctive expressions</li> <li>pour + infinitive</li> <li>si clauses (imperfect/ conditional)</li> </ul>
	<p>Students will continue to embed their knowledge of French phonics. Phonemes will be revisited as required to ensure students are developing accurate and confident pronunciation.</p>						

	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>
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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A Resource Management	TERM 1B Resource Management (continued) The Living World	TERM 2A The Living World (continued) Urban Issues & Challenges	TERM 2B Urban Issues & Challenges UK Physical Landscapes	TERM 3A UK Physical Landscapes	TERM 3B Consolidation of geographical skills and revision for Year 10 exams
Humanities - Geography	KNOWLEDGE DOMAIN	<p>The global distribution of resources.</p> <p>Provision of food in the UK.</p> <p>Provision of water in the UK.</p> <p>Provision of energy in the UK.</p> <p>Global energy supply and demand.</p> <p>Impacts of energy insecurity.</p> <p>Strategies to increase energy supply.</p> <p>Gas – a non-renewable resource.</p> <p>Sustainable energy use in Nepal.</p>	<p>Introducing small/large scale ecosystems.</p> <p>How does change affect ecosystems?</p> <p><b>Tropical Rainforests: Amazon</b> - characteristics, causes and impacts of deforestation, sustainable management.</p> <p><b>Hot Deserts: Sonoran</b> - characteristics, opportunities for development, challenges, causes of desertification and reducing desertification.</p>	<p>Urbanisation.</p> <p>The emergence of megacities.</p> <p><b>Rio de Janeiro:</b> social and economic challenges, improving Rio's environment, managing the growth of squatter settlements.</p> <p>Where do people live in the UK?</p> <p>How can urban change create social and economic opportunities?</p> <p><b>London:</b> environmental challenges, social inequalities, new housing, transport.</p>	<p>Planning for urban sustainability.</p> <p>Sustainable urban living Sustainable traffic management schemes.</p> <p>The UK's relief and landscapes.</p> <p>Wave types and their characteristics.</p> <p>Weathering and mass movement.</p> <p>Coastal erosion processes and landforms.</p> <p>Coastal deposition processes and landforms.</p> <p>Managing the coast Processes in glacial environments.</p> <p><b>COASTAL FIELDWORK</b></p>	<p>Glacial erosional, transportation and depositional landforms.</p> <p>Economic opportunities in glaciated areas.</p> <p>Conflict in glaciated areas.</p> <p>Managing tourism in glaciated areas.</p>	

<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Write descriptively, analytically and critically.</p>	<p>Write descriptively, analytically and critically.</p>	<p>Write descriptively, analytically and critically.</p>	<p>Write descriptively, analytically and critically.</p>	<p>Write descriptively, analytically and critically.</p>	<p>Write descriptively, analytically and critically.</p>	
	<p>Communicate ideas effectively.</p>	<p>Communicate ideas effectively.</p>	<p>Communicate ideas effectively.</p>	<p>Communicate ideas effectively.</p>	<p>Communicate ideas effectively.</p>	<p>Communicate ideas effectively.</p>	
	<p>Develop an extended written argument.</p>	<p>Develop an extended written argument.</p>	<p>Develop an extended written argument.</p>	<p>Develop an extended written argument.</p>	<p>Develop an extended written argument.</p>	<p>Develop an extended written argument.</p>	
	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p>	
	<p>Cartographic skills relating to a variety of maps at different scales.</p>	<p>Cartographic skills relating to a variety of maps at different scales.</p>	<p>Cartographic skills relating to a variety of maps at different scales.</p>	<p>Cartographic skills relating to a variety of maps at different scales.</p>	<p>Cartographic skills relating to a variety of maps at different scales.</p>	<p>Cartographic skills relating to a variety of maps at different scales.</p>	
	<p>Graphical Skills</p>	<p>Graphical Skills</p>	<p>Graphical Skills</p>	<p>Graphical Skills</p>	<p>Graphical Skills</p>	<p>Graphical Skills</p>	
	<p>Numeracy Skills</p>	<p>Numeracy Skills</p>	<p>Numeracy Skills</p>	<p>Numeracy Skills</p>	<p>Numeracy Skills</p>	<p>Numeracy Skills</p>	
	<p>Literacy Skills</p>	<p>Literacy Skills</p>	<p>Literacy Skills</p>	<p>Literacy Skills</p>	<p>Literacy Skills</p>	<p>Literacy Skills</p>	
	<p>Statistical Skills</p>	<p>Statistical Skills</p>	<p>Statistical Skills</p>	<p>Statistical Skills</p>	<p>Statistical Skills</p>	<p>Statistical Skills</p>	
	<p>Use of qualitative and quantitative data.</p>	<p>Use of qualitative and quantitative data.</p>	<p>Use of qualitative and quantitative data.</p>	<p>Use of qualitative and quantitative data.</p>	<p>Use of qualitative and quantitative data.</p>	<p>Use of qualitative and quantitative data.</p>	
<p>Formulate enquiry and argument.</p>	<p>Formulate enquiry and argument.</p>	<p>Formulate enquiry and argument.</p>	<p>Formulate enquiry and argument.</p>	<p>Formulate enquiry and argument.</p>	<p>Formulate enquiry and argument.</p>		
				<p>Fieldwork and data collection skills.</p>			

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - German	KNOWLEDGE DOMAIN	<p><b>School and Education</b></p> <ul style="list-style-type: none"> <li>recapping school subjects and opinions</li> <li>talking about life at school</li> <li>describing our school uniform and giving our views on uniform in schools</li> <li>giving more information about our school in general</li> <li>understanding the German school system</li> <li>being able to make comparisons between school in the UK and Germany</li> <li>describe a typical school day</li> <li>describe what our dream school would look like</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>weil and other subordinating conjunctions for opinions (verb to the end!)</li> <li>Regular present tense verbs</li> <li>Simple comparisons (besser als...)</li> <li>modal verbs (man kann...)</li> <li>um...zu (in order to)</li> </ul>	<p><b>Careers and Future Plans I</b></p> <ul style="list-style-type: none"> <li>Post 16 plans</li> <li>Jobs and careers</li> <li>Pros and cons of different jobs</li> <li>Characteristics needed for jobs</li> <li>Work experience</li> <li>Part time jobs</li> <li>Job applications</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Future tense with werden</li> <li>Conditional tense</li> <li>Comparatives and opinions</li> <li>um ...zu</li> <li>Conditional with wäre</li> <li>Genetive with wegen/trotz/statt</li> <li>Past tense recap (perfect and imperfect)</li> </ul>	<p><b>Travel and Journeys</b></p> <ul style="list-style-type: none"> <li>Revision of countries, transport and weather phrases.</li> <li>Buying train tickets</li> <li>Asking for directions</li> <li>Asking for help/info at the tourist information office</li> <li>Reserving accommodation</li> <li>Problems on holidays</li> <li>Lost items/luggage</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Time, Manner, Place rule (TMP rule)</li> <li>Question words and how to form questions</li> <li>Use of du/Sie</li> <li>Man kann + infinitive (saying/asking what there is to do in a town)</li> </ul>	<p><b>Travel and Journeys</b></p> <ul style="list-style-type: none"> <li>Holiday experiences (destination, transport, accommodation, weather, activities) in the 4 key tenses</li> <li>Different types of holiday and holiday activities</li> <li>Writing about our dream holiday</li> <li>Preferences and opinions on holiday</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Mixed use of 4 tenses to build detail and fluency (past, present, future, conditional)</li> <li>Use of different word order rules together (verb 2<sup>nd</sup>, verb to the end)</li> <li>Time, Manner, Place rule (recap and consolidate)</li> <li>Use of imperfect tense as an extension to build complexity</li> </ul> <p>Infinitive structures e.g. Ich hoffe, ... zu machen</p>	<p><b>Family and relationships</b></p> <ul style="list-style-type: none"> <li>recap of family members</li> <li>recap of appearance and personality</li> <li>relationships within families and between friends</li> <li>views on marriage and future partnerships</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>recap present tense with dative case after mit</li> <li>adjective endings</li> <li>haben/sein in present and imperfect tense</li> <li>separable verbs (higher groups)</li> <li>reflexive verbs</li> <li>future tense recap</li> <li>comparative and superlative adjectives</li> </ul>	<p><b>Sport and leisure</b></p> <ul style="list-style-type: none"> <li>Different types of sports</li> <li>saying when and why we do sports/don't do sports</li> <li>extreme sports – for and against</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>recap present tense/opinions with weil/TMP rule</li> <li>3<sup>rd</sup> person irregular verb forms in the present tense</li> <li>different uses/translations of 'when' (wenn/als/wann)</li> <li>comparisons + als</li> <li>modal verbs recap</li> </ul>

- reflexive verbs (ich wasche mich)
- separable verbs (ich stehe auf)
- common subjunctive forms (ich hätte, wäre)
- conditional tense with würden + infinitive

**Students will continue to embed their knowledge of German phonics. Phonemes will be revisited as required to ensure students are developing accurate and confident pronunciation.**

SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM

- Speaking
- Writing
- Listening
- Reading
- Practising the photo card exam skill

- Speaking
- Writing
- Listening
- Reading
- Writing for the GCSE exam

- Speaking
- Writing
- Listening
- Reading
- Transactional language in spoken scenarios
- GCSE role play tasks

- Speaking
- Writing
- Listening
- Reading
- Cultural understanding of key holiday destinations in the German speaking countries

- Speaking
- Writing
- Listening
- Reading
- Transactional language in spoken scenarios
- GCSE role play tasks

- Speaking
- Writing
- Listening
- Reading
- Transactional language in spoken scenarios
- GCSE role play tasks

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Health & Social Care	KNOWLEDGE DOMAIN	R033 Supporting individuals through life events  Students can develop an understanding of life stages and the factors that can impact on development		R035 Health Promotion Campaigns  Students understand about the most important values of care working		R032 -Principles of care in health and social care settings	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Life stages and development looking at the key milestones of growth and PIES development for age groups (2022- young adulthood – 19-45)  Factors affecting development across the life stages (2022- young adulthood -19-45)  Life events and their impacts on individuals looking at expected and unexpected life events  Sources of support that meet individual needs  The role of practioners in providing support and how they meet individual needs. The role of informal/formal care givers give in providing support  Research and recommend personalised support based on individual needs.		Looking at current public health issues and the impact on society (2022 – Mental health or obesity)  Developing an understanding of the importance of a healthy society and what the public health challenges for society  Reflecting on the current health promotion campaigns and their benefits  Understanding how public health promotions help individuals to leading a healthy lifestyle and what the benefits are to the individual and society as a whole.  How to identify barriers to leading a healthy lifestyle and how to overcome them  To plan and implement a health promotion campaign. (2022 -Mental health or obesity)		The type of care settings in HSC settings To understand the rights services users have and how they can be achieved in HSC settings. Developing into the benefits to service users health and wellbeing when their rights are maintained  Students to be introduced to person centred values and how they are applied by service providers leading to the benefits of applying the person centred values and the effects on service users if they are not applied  The importance of different types of communication skills in a variety of HSC locations, developing into the importance of active listening and what is effective communication  Students will develop an understanding of safety procedure and measures, safeguarding and infection prevention with development into why its important to protect service users and service providers in HSC settings.	

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 7 weeks = 17-8 lessons	TERM 1B 7 weeks = 1-8 lessons	TERM 2A (5.5 weeks = 12-13 lessons)	TERM 2B 6 weeks – 15 lessons	TERM 3A 6 weeks – 15 lessons	TERM 3B 6 weeks – 15 lessons
Humanities - History	KNOWLEDGE DOMAIN	<p><b>Britain: migration, empires and the people c.790 to the present day</b></p> <p>Part one: Conquered and conquerors</p> <ul style="list-style-type: none"> <li>Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire.</li> <li>A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John.</li> <li>The birth of English identity: the Hundred Years' War and its impact for England's future development.</li> </ul> <p><b>Elizabethan Age c.1568 – 1603</b></p>	<p><b>Elizabethan Age c.1568 – 1603</b></p> <ul style="list-style-type: none"> <li>Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact</li> <li>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</li> <li>English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.</li> <li>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</li> </ul>	<p><b>Elizabethan Age c.1568 – 1603</b></p> <ul style="list-style-type: none"> <li>A 'Golden Age': living standards and fashions;</li> <li>growing prosperity and the rise of the gentry;</li> <li>the Elizabethan theatre and its achievements; attitudes to the theatre.</li> <li>Court life, including patronage; key ministers.</li> <li>The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession;</li> <li>The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</li> </ul>	<p><b>Britain: migration, empires and the people c.790 to the present day</b></p> <p>Part two: Looking West</p> <ul style="list-style-type: none"> <li>Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain.</li> <li>Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies.</li> <li>Migrants to and from Britain: Huguenot migration; Highland</li> </ul>	<p><b>Germany: democracy and dictatorship c.1890-1945</b></p> <p>Part one: Germany and the growth of democracy</p> <ul style="list-style-type: none"> <li>Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</li> <li>Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</li> <li>Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the</li> </ul>	<p><b>Germany: democracy and dictatorship c.1890-1945</b></p> <p>Part two: Germany and the Depression</p> <ul style="list-style-type: none"> <li>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.</li> <li>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.</li> </ul> <p>The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</p>



	<p>Background and character of Elizabeth I</p> <ul style="list-style-type: none"> <li>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</li> </ul>				<p>clearances; the Ulster plantations. 26 Visit for the most up-to-date specification, resources, support and administration</p> <p>Part three: Expansion and empire</p> <ul style="list-style-type: none"> <li>Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India.</li> <li>Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda.</li> <li>Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings.</li> </ul>	<p>Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p>	<p>Part three: The experiences of Germans under the Nazis</p> <ul style="list-style-type: none"> <li>Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</li> </ul>
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Latin	KNOWLEDGE DOMAIN	Latin Language Roman Egypt: worship of Isis Roman medicine and science	Latin Language Lives of ordinary Romans (not just rich)	Latin Language Tale of Troy	Latin Language Tale of Troy Daily Life in a Roman Town (GCSE Civ Paper)	Latin Language Daily Life in a Roman Town (GCSE Civ Paper)	Latin Language Daily Life in a Roman Town (GCSE Civ Paper)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Vocab learning (finish CLC 2) and derivations  Latin translation and comprehension skills (consolidate grammar from Y9; new grammar): imperatives, pronouns (CLC 2)	Latin translation and comprehension skills (new grammar): present participles (CLC 2); from Suburani: ablative case, imperatives revision, relative pronouns in all cases  Vocab learning and derivations  Analysis of broader Roman society: it was economically divided; explore the lives of ordinary Romans (rather than just the wealthy, literate class); understand the skewed nature of the majority of evidence which remains	Latin translation and comprehension skills (new grammar): future tense, passive (present, imperfect and perfect tense; consolidation of grammar in Tale of Troy  Referencing skills – GCSE vocab list: understand how to use this effectively (different parts given; being able to distinguish the noun declension and conjugation of a verb from how they are listed)  Vocab learning (GCSE list) and derivations	Latin translation and comprehension skills (new grammar): passive (present, imperfect and perfect tense); consolidation of grammar in Tale of Troy  Analysis of sources on Daily Life in a Roman Town; recall facts about prescribed content (e.g. houses and flats; daily routine of Roman citizens and their wives; slaves, freedman and patronage)  Vocab learning (GCSE list) and derivations	Latin translation and comprehension skills (new grammar): PPPs; deponent verbs (including PAPs)  Translation and comprehension skills for GCSE Latin Language paper  GCSE Civ Paper as Term 2B  Vocab learning (GCSE list) and derivations	Latin translation and comprehension skills (new grammar): PPPs; deponent verbs (including PAPs)  Translation and comprehension skills for GCSE Latin Language paper  GCSE Civ Paper as Term 2B  Vocab learning (GCSE list) and derivations



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		TERM 1A	TERM 1B	TERM 2A	TERM2B	TERM 3A	TERM3B
Maths	KNOWLEDGE DOMAIN	Geometry	Algebra Geometry	Algebra Geometry	Geometry Algebra	Number, Ratio	Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Similarity and transformation  Trigonometry in right-angled triangles (including non-calculator and 3D)	Equations and inequalities (including quadratic equations)  Trigonometry in non-right-angled triangles (Higher only)	Simultaneous equations  Circles (including circle theorems and 3D shapes)	Angles and bearings  Vectors	Ratios and fractions  Percentages and interest	Probability  Data handling

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Music	KNOWLEDGE DOMAIN	Performing (ongoing) Listening and Appraising (set works) Composition skills.					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Analysing - listening and appraising.  <b>Focus on the Areas of Study:</b>  Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music.  Use of key vocab.  Composing.  <ul style="list-style-type: none"> <li>• Listening skills development.</li> <li>• Study of set works: Toto 'Africa' and J.S Bach 'Badinerie'.</li> <li>• Development of Music Theory.</li> <li>• Performance practice: solo and ensemble.</li> <li>• Composition skills and development of individual compositions.</li> </ul>					

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Core PE	KNOWLEDGE DOMAIN	<p>Students study a range of different units to develop their skills and motivate students to enjoy sport and fitness for life. Options include Football, Rugby, Fitness, Aerobics, Trampolining, Netball, Rounders, Hockey, basketball, Handball, Tennis, Cricket, Dance, Badminton, Circuits, Lacrosse, Tchoukball, Invasion games, athletics, cross country</p> <p>Core PE lessons (2 hours per week) are supplemented by extra-curricular clubs and school and team fixtures.</p>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Sustains a high standard of fitness.</p> <p>Recapping rules of games</p> <p>Developing skills/techniques and tactical awareness</p> <p>Analysing performance strengths and weaknesses</p> <p>An appreciation of the importance to sport and fitness for life.</p> <p>Recap understanding of theory</p>					

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
PE - Dance	KNOWLEDGE DOMAIN	<b>Performance Choreography Written Tasks Appreciation</b>	<b>Performance Choreography Written Tasks Appreciation</b>	<b>Performance Choreography Written Tasks Appreciation</b>	<b>Performance Choreography Written Tasks Appreciation</b>	<b>Performance Choreography Written Tasks Appreciation</b>	<b>Performance Choreography Written Tasks Appreciation</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><b>Performance Skills:</b></p> <p>Safe working practices: Warm up Cool down Hydration</p> <p>Revise/revisit Physical skills &amp; Technical- 'Action, Dynamics, Space, Relationships (ASDR)</p> <p>Group performance work (towards show)</p> <p><b>Choreography-</b></p> <p>Duo physical skills choreography task- linked to Artificial Things idea- snow globe.</p> <p>Own group choreography ideas for show number. 3's &amp; 4's Jack Frost/Snow Queen:</p> <p><b>Written Tasks</b></p> <p>Exam style questions on:</p>	<p><b>Performance Skills:</b></p> <p>Safe working practices: Appropriate dance wear Footwear Hairstyle Jewellery</p> <p>Expressive skills- Musicality, projection, focus, facial expression</p> <p>Group performance work- Show number: Heros at the carnival to ALC.</p> <p>Features of production- focus on costume &amp; aural setting.</p> <p><b>Choreography-</b></p> <p>Own choreography, group ideas, for performance work. ALC performance</p>	<p><b>Appreciation:</b></p> <p>Study 'E of E' Boy Blue</p> <p>Features of production- aural setting and set, <i>performance environment</i>.</p> <p>Focus on choreographic processes such as research <b>Choreography-</b></p> <p>Use of action content</p> <p>Teacher initiated collaborative choreography task with a starting stimulus:</p> <p>Photograph/poem/prop</p> <p>Group 3's</p> <p><b>Written Tasks</b></p> <p>Exam style questions on features of production.</p>	<p><b>Performance skills:</b></p> <p>Revise/revisit Safe working practices: Safe execution Safe execution of working with others.</p> <p>Learn set phrase 'Shift' &amp; Breathe Relate to performance skills Marking grid-physical, technical, expressive skills. Practical one day workshop (Wk commencing 20/2/24)</p> <p><b>Choreography-</b></p> <p>Study 'WHE' concepts of choreography.</p> <p><b>Written tasks</b></p> <p>Exam style questions based on Section A of written paper, choreography concepts</p> <p>Motif &amp; development, relationships, aural setting. ASD</p>	<p><b>Performance Skills:</b></p> <p>Understanding of mental skills: Movement Memory Commitment Concentration Confidence</p> <p><b>Choreography-</b></p> <p>Look at choreography elements of 'Shadows'</p> <p>Teacher initiated collaborative choreography task with a starting stimulus:</p> <p>Working in 3's choose one of the following: Photograph/poem/prop Mirror</p> <p><b>Written tasks</b></p> <p>Exam style questions based on Section A of written paper, choreography concepts</p>	<p><b>Appreciation:</b></p> <p>Revision and prep for year 10 mock exam</p> <p>Understanding of spatial design and dance style.</p> <p>Focus on: action, space and dynamic content. Choreographic approaches.</p> <p><b>Choreography-</b></p> <p>Understanding of choreographic devices:</p> <p>Unison, canon, climax, manipulation of number, motif and development.</p> <p><b>Written Tasks</b></p> <p>Exam style questions from section C</p> <p>Year 10 Mock exam paper.</p>

		<p>Warming up, cooling down, hydration, safety of dance space, and personal safety of the dancer, and understanding of expressive skills.</p> <p>Dance relationships/formations</p> <p><b>Appreciation-</b></p> <p>Watch <b>Artificial Things by Lucy Bennett.</b></p> <p>Learn key facts and features of production A3 sheet.</p> <p>Features of production- focus on costume &amp; lighting. Broadening vocabulary.</p> <p><b>Artificial Things:</b> Motif development and choreographic terms. Understanding structure Improving technique and broadening vocabulary.</p> <p>Focus in pairs on storytelling</p> <p>Written tasks</p> <p>Exam style questions <b>AT</b> features of production 6 markers.</p> <p><b>Appreciation:</b> Study <b>Artificial Things- by Lucy Bennett.</b></p> <p>Relate to RADS and choreography.</p>	<p>piece solo sections for show</p> <p><b>Appreciation:</b> A Linha Curva- study this work, learn key features of production. Solo motifs. Theme of celebration and Brazilian culture.</p> <p>Practical &amp; Theory lessons to help understand the work.</p> <p><b>'Assessment Task' Performance</b> On stage live performance Saffron Hall -Dance show production 12<sup>th</sup> Dec 23</p>	<p>Short answer questions on choreography.</p> <p><b>Performance:</b> In groups to one another in class.</p>	<p>.</p> <p><b>Appreciation:</b></p> <p><b>'Within Her Eyes':</b> Online workshop with James Cousins to learn features &amp; intention.</p> <p>Critical appreciation of understanding of the answering questions on 'own performance for section B of exam.</p>	<p>Motif &amp; development, relationships, aural setting. ASD</p> <p><b>Appreciation:</b> Study <b>'Shadows'</b> by Christopher Bruce</p> <p>.</p>	<p><b>Performance:</b></p> <p>Explore rehearsal process. Systematic repetition Response to feedback Capacity to improve.</p> <p>Final performance of the work</p>
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# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
PE - GCSE	Theory	<p><b>Starters to Revise</b></p> <p><b>Unit 3</b></p> <p>Components of fitness Fitness Testing Principles of Training Types of training Optimising training/Altitude training/Periodisation Warm Ups/Cool Downs</p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Synovial Joints</li> <li>• Muscular System</li> <li>• Movement Analysis</li> <li>• Cardiorespiratory System</li> </ul>	<p><b>UNIT 1 Continued</b></p> <ul style="list-style-type: none"> <li>• Aerobic/Anaerobic Exercise</li> <li>• ST/LT effects of exercise</li> <li>• End of Unit 1 Test</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Levers</li> <li>• Planes &amp; Axes</li> </ul>				
	Practical	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Football x 2 (MK, BS &amp; Ollie)</li> <li>• Netball (KMM)</li> </ul> <p><b>Week 2 (2 Thurs 5)</b></p> <ul style="list-style-type: none"> <li>• Trampolining (KMM)</li> </ul>	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Football x 2 (MK, BS &amp; Ollie)</li> <li>• Netball (KMM)</li> </ul> <p><b>Week 2 (2 Thurs 5)</b></p> <ul style="list-style-type: none"> <li>• Trampolining (KMM)</li> </ul>				



		<ul style="list-style-type: none"><li>• Badminton (MK)</li><li>• Table Tennis (BS)</li></ul>	<ul style="list-style-type: none"><li>• Badminton (MK)</li><li>• Table Tennis (BS)</li></ul>				
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<b>Year 10</b>	<b>Students are taught PSHE on rotation. Please see the subject areas below:</b>					
	WELLBEING	BEING SAFE	PREGNANCY	RESPECTFUL RELATIONSHIPS	DRUGS, ALCOHOL AND TOBACCO	EXTERNAL INPUT
<b>PSHE</b>	<p><b>L1: MENTAL HEALTH</b> How to recognise the early signs of mental wellbeing concerns</p> <p><b>L2: ANXIETY AND DEPRESSION</b> Identify common types of mental ill health</p> <p><b>L3: BIPOLAR AND SCHIZOPHRENIA</b> Identify and understand high profile mental ill health</p> <p><b>L4: MENS MENTAL HEALTH</b> Consider reasons why men are less likely to talk about mental health and how to find support.</p>	<p><b>L1: HONOUR BASED VIOLENCE</b> Identify honour-based violence. Have knowledge of the laws around honour-based violence. Recognise how honour-based violence can affect current and future relationships.</p> <p><b>L2: CASE STUDY</b> Case study: Banaz Mahmud</p> <p><b>L3: FGM</b> Identify what FGM is. Have knowledge of the laws around FGM.</p> <p><b>L4: IMPACT OF FGM</b> Recognise how FGM can affect current and future relationships. A workshop led by 'Form The Future'</p>	<p><b>L1: PREGNANCY</b> Understand the facts about pregnancy.</p> <p><b>L2: MISCARRIAGE</b> Understand what a miscarriage is. Recognise the impacts a miscarriage can have on mental health, physical health and relationships.</p> <p><b>L3: ADOPTION</b> The laws around adoption. Differences between adoption and fostering.</p> <p><b>L4: ABORTION</b> The laws surrounding adoption in the UK and other parts of the world. Different types of abortion and when they are possible</p>	<p><b>L1: UNHEALTHY RELATIONSHIPS</b> That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p><b>L2: SEXUAL PLEASURE</b> Physical and emotional benefits of sexual pleasure.</p> <p><b>L3: SEXUALLY TRANSMITTED INFECTIONS</b> How different STIs, including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing. About the prevalence of some STIs, the impact they can have on those who contract them and the key facts about treatment</p> <p><b>L4: GENITAL HEALTH</b> How to take good care of genitalia.</p>	<p><b>L1: ALCOHOL</b> The physical and psychological consequences of alcohol dependency.</p> <p><b>L2: SMOKING</b> Smoking and links to lung cancer.</p> <p><b>L3: VAPING</b> Current research on the potential dangers of vaping.</p> <p><b>L4: PRESCRIPTION DRUGS</b> Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>	<p>Streetwise 365 - <b>Child on child abuse and sexual health</b></p> <p>Beyond Equality - <b>Positive masculinity</b></p> <p>TICBOX - <b>Consent/domestic abuse</b></p>

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - RPE	<p>KNOWLEDGE DOMAIN</p> <p>Substantive Disciplinary Personal</p> <p>WORLDVIEWS Theology Lens (T) Philosophy Lens (p) Historical and Social Sciences Lens (HSc)</p>	<p><b>Islamic Beliefs</b></p> <p>Religion, Philosophy, Theology, History</p> <p>The Six Articles of Faith (Sunni) and Five Roots of Usul-ad-Din (Shi'a) (T, HSc) Tawhid (T) Nature of God (T) Angels (T)</p>	<p>Pre-destination and human freedom (T, P) Life after death (T, P) Prophethood (T, HSc)</p> <p>Mid point assessment: 12 mark question The Qur'an (T, HSc)</p> <p>Other holy books (T, HSc)</p> <p>The Imamate (T, HSc)</p> <p>End of unit assessment: Islamic Beliefs 1, 2, 4, 5, 12 mark exam questions</p>	<p><b>Islamic Practices</b></p> <p>Religion, Ethics</p> <p>Introduction to the Five Pillars and Ten Obligatory Acts (T) Shahadah (T) Salah (T) Mid point assessment: 12 mark question</p>	<p>Zakah (T, P) Sawm (T, HSc) Hajj (T, HSc) Obligatory Acts (T, P)</p> <p>End of unit assessment: Islamic Practices 1, 2, 4, 5, 12 mark exam questions</p>	<p><b>Religion, crime and punishment (from a Christian and secular viewpoint)</b></p> <p>Religion, Philosophy, Ethics, Theology, Sociology</p> <p>Reasons why people commit crime (P, HSc) The concept of evil (T, P) Attitudes to lawbreakers (P) Aims of punishment (P, HSc) Treatment of criminals – community service, prison and corporal punishment (<b>including in Islam</b>) (T, P, HSc) Mid point assessment: 12 mark question</p>	<p>Forgiveness (<b>including in Islam</b>) (T, P) Capital punishment (<b>including in Islam</b>) (T, HSc) Suffering (T, P)</p> <p>End of unit assessment: Crime and Punishment 1, 2, 4, 5, 12 mark exam questions</p>
	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS TERM</p>	<p>Literacy Interpretation of text Understanding of influence of religion Analysis Comparison Critical thinking Reflection Evaluation</p>	<p>Literacy Interpretation of text Analysis Comparison Critical thinking Reflection Evaluation</p>	<p>Literacy Interpretation of text Analysis Critical thinking Reflection Evaluation</p>			

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Science	KNOWLEDGE DOMAIN  BIOLOGY (Combined)	<b>Key concepts in biology</b> – microscopes, using microscopes, cells, specialised cells, bacteria, enzymes and nutrition, enzyme action	<b>Key concepts in biology</b> – movement across membranes and osmosis practical.  <b>Cells and Control</b> – mitosis, growth in animals and plants, stem cells and the nervous system	<b>Genetics</b> – Meiosis, DNA including DNA extraction, Alleles, Inheritance, Gene mutation and Variation	<b>Natural Selection and Genetic modification</b> – evidence for human evolution, Darwin's theory, Classification, Breeds and varieties, Genes in agriculture and medicine  <b>Health, Disease and the development of medicine</b> – Health and disease definitions and examples	<b>Health, Disease and the development of medicine</b> – Non-communicable diseases, Cardiovascular disease, Pathogens, Spreading pathogens, Physical and chemical barriers, The immune system, Antibiotics.	<b>Review topics in preparation for a mock paper</b>  <b>Plant Structures and their Functions</b> – Photosynthesis, factors that affect photosynthesis with practical applications.
	BIOLOGY (Triple)	<b>Key concepts in biology</b> – microscopes, using microscopes, cells, specialised cells, bacteria, enzymes and nutrition, enzyme action, movement across membranes, osmosis practical, food tests	<b>Cells and control</b> – Mitosis, growth in animals and plants, stem cells, the brain, the brain and spinal cord problems, the nervous system, the eye and neurotransmission speeds.  <b>Genetics</b> – Sexual and asexual reproduction, Meiosis, DNA and DNA extraction	<b>Genetics</b> – Protein synthesis, genetic variants and phenotypes, Mendel, Alleles, Inheritance, Multiple and missing alleles, Gene mutation and variation.  <b>Natural Selection and Genetic modification</b> – Evidence for human evolution, Darwin's theory.	<b>Natural Selection and Genetic modification</b> – Development of Darwin's theory, Classification, Breeds and varieties, Tissue culture, Genes in agriculture and medicine, GM and agriculture, Fertilisers and biological control.  <b>Health, Disease and the Development of Medicine</b> – Health and disease, Non-communicable diseases, Cardiovascular disease and pathogens.	<b>Health, Disease and the Development of Medicine</b> – Spreading pathogens, Virus life cycles, plant defences, plant diseases, physical and chemical barriers, the immune system, antibiotics, practical understanding of antibiotics, monoclonal antibodies	<b>Review topics in preparation for a mock paper</b>  <b>Plant Structures and their Functions</b> – Photosynthesis, factors that affect photosynthesis with practical applications, Absorbing water and mineral ions, Transpiration and translocation

CHEMISTRY (Combined)	<p><b>Atomic structure</b> – subatomic particles, isotopes, abundance calculations</p> <p><b>Periodic table</b> – Mendeleev, structure of table, electronic configuration</p> <p><b>Calculations</b> – Mr, empirical formula, conservation of mass</p>	<p><b>Bonding</b> – ionic, metallic, covalent, molecules and polymers, allotropes of carbon, comparing bonding</p>	<p><b>Acids</b> – pH scale, acids and alkalis, reactions of acids, neutralisation, making soluble salts practical work</p>	<p><b>Rates and Energy</b> – collision theory, investigating rates, endothermic and exothermic reactions, energy profiles, catalysis, bond energy calculations</p>	<p><b>Electrolysis</b> – molten, terminology</p> <p><b>Metal extraction</b> – reactivity series, displacement reactions, extraction methods, recycling &amp; LCA, biological extraction (H only), redox and OIL RIG (H only)</p> <p><b>States</b> – particle model for states of matter, changes of state including curves, sublimation</p>	<p><b>Mixtures</b> – heating curves for mixtures, filtration, crystallisation, chromatography, distillation</p>
CHEMISTRY (Triple)	<p><b>Atomic structure</b> – subatomic particles, isotopes, abundance calculations</p> <p><b>Periodic table</b> – Mendeleev, structure of table, electronic configuration</p> <p><b>Calculations</b> – Mr, empirical formula, conservation of mass, moles, reacting mass</p>	<p><b>Bonding</b> – ionic, metallic, covalent, molecules and polymers, allotropes of carbon, comparing bonding</p>	<p><b>Acids</b> – pH scale, acids and alkalis, reactions of acids, neutralisation, salts, solubility and precipitation, ionic equations</p>	<p><b>Electrolysis</b> – molten, aqueous, active electrodes</p> <p><b>Metal extraction</b> – reactivity series, displacement reactions, extraction methods, recycling &amp; LCA, biological extraction (H only), redox and OIL RIG</p>	<p><b>Rates and Energy</b> – collision theory, investigating rates, endothermic and exothermic reactions, energy profiles, catalysis, bond energy calculations</p> <p><b>States</b> – particle model for states of matter, changes of state including curves, sublimation</p>	<p><b>Bulk materials</b> – ceramics, polymers, metals, composites, nanoparticles</p> <p><b>Chemical and fuel cells</b></p>
PHYSICS (Combined)	<p><b>Waves, light and the EM Spectrum</b> – Description of waves and wave speed calculations. Ray diagrams for reflection and refraction. Description of the EM spectrum uses and dangers. <b>Production of Radio waves and their interaction with the atmosphere (H)</b></p>	<p><b>Forces and Motion</b> – <i>Review motion graphs, drawing forces diagrams, calculating resultant force and acceleration. <math>F=ma</math> acceleration investigation. Identifying action-reaction pairs. Calculating weight and investigating terminal velocity. <b>Circular Motion (H)</b></i></p>	<p><b>Energy and Forces</b> – <i>Review of energy stores and transfers. Calculating GPE and KE. <b>Momentum calculations (H)</b>. Factors that affect stopping distances and forces in crashes. Calculating Work and Power.</i></p>	<p><b>Energy and Forces (cont)</b> – Contact and Non-contact forces. Vector resolution.</p> <p><b>Radioactivity-</b> History of atomic models and the Rutherford experiment. Electron orbits and emission of EM waves. Background radiation</p>	<p><b>Radioactivity (cont)</b> – Description of alpha, beta and gamma radioactive decay, nuclear equations, and calculations involving half-life of a radioactive substance. Hazards of radioactive substances and safe use.</p>	<p><b>Particle Model</b> – calculations of density and investigation using Archimedes' Principle. Heating curve and calculations using specific heat capacity and specific latent heat. Investigating water practical. Gas pressure and absolute zero</p>
PHYSICS (Triple)	<p><b>Waves, light and the EM Spectrum</b> – Description of waves and wave speed calculations. Ray</p>	<p><b>Waves, light and the EM spectrum (cont)</b> – Description of the EM spectrum uses and dangers. Production of</p>	<p><b>Forces and Motion and Energy</b> – <i>Review motion graphs, calculating acceleration. <math>F=ma</math> acceleration</i></p>	<p><b>Energy and Forces (cont)</b> – Calculating Work and Power. Contact and Non-contact forces. Vector</p>	<p><b>Radioactivity (cont)</b> – Description of alpha, beta and gamma radioactive decay, nuclear equations, and</p>	<p><b>Astronomy</b> – Structure of the solar system. Gravity and orbits. The life cycles of stars.</p>

	<p>diagrams for reflection, refraction and lenses. Human hearing, infrasound and ultrasound</p>	<p>Radio waves and their interaction with the atmosphere. Investigating how surface affects EM radiation</p>	<p><i>investigation. Calculating weight and investigating terminal velocity.</i> Circular Motion. Momentum calculations. Review of energy stores and transfers. Calculating GPE and KE. Factors that affect stopping distances and forces in crashes. Calculation of energy in stopping distance.</p>	<p>resolution and Moments.</p> <p><b>Radioactivity-</b> History of atomic models and the Rutherford experiment. Electron orbits and emission of EM waves. Background radiation</p>	<p>calculations involving half-life of a radioactive substance. Uses of alpha, beta, and gamma. Hazards of radioactive substances and safe use. Nuclear power, fission, and fusion.</p>	
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p><b>For Biology –</b> Using a microscope and making scientific drawings. Calculating magnification and using standard form. Practical skills, calculation of rate and graph drawing skills.</p> <p><b>For Chemistry –</b> Calculation work</p> <p><b>For Physics –</b> Calculation work. Ray diagram drawings</p>	<p><b>For Biology –</b> Practical skills, calculation of percentage change and graph drawing skills.</p> <p><b>For Chemistry –</b> evaluating models</p> <p><b>For Physics –</b> Calculation and Practical work. Graph and forces diagram drawing</p>	<p><b>For Biology –</b> Understanding science impact on wider community and being able to evaluate evidence, form a discussion. Literacy, written communication of concepts.</p> <p><b>For Chemistry –</b> Practical work (safety, following instructions, group work)</p> <p><b>For Physics –</b> Calculation and Practical work. Graph and forces diagram drawing</p>	<p><b>For Biology –</b> Understanding science impact on wider community and being able to evaluate evidence, form a discussion. Literacy, written communication of concepts.</p> <p><b>For Chemistry –</b> Practical work (safety, following instructions, group work), graphical analysis</p> <p><b>For Physics –</b> Calculation and Practical work.</p>	<p><b>For Biology –</b> Applying conclusions from data, literacy, written communication of scientific processes.</p> <p><b>For Chemistry –</b> Practical work (safety, following instructions, group work)</p> <p><b>For Physics –</b> Calculation and Practical work.</p>	<p><b>For Biology –</b> Revision techniques. Practical skills, Graph drawing and calculations</p> <p><b>For Chemistry –</b> Practical work (safety, following instructions, group work) for combined, with research skills for triple</p> <p><b>For Physics –</b> Calculation and Practical work.</p>

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - Spanish	KNOWLEDGE DOMAIN	<p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>Naming parts of the body</li> <li>Talking about illnesses and describing symptoms</li> <li>Transactional language at a doctor's</li> <li>Transactional language in pharmacy and giving advice</li> <li>Talking about sports you do and will do</li> <li>Talking about the importance of sport</li> <li>Talking about whether our diet is healthy or not</li> <li>Talking about what you ate</li> <li>Talking about your lifestyle and daily routine and whether they are healthy</li> <li>Talking about smoking and drinking</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Revising "tener"</li> <li>Introduce "doler" - make link to other back to front verbs</li> <li>Using "desde hace" plus present tense</li> <li>Using modal verbs plus infinitive</li> </ul>	<p><b>Education – post 16, jobs, careers, ambitions)</b></p> <ul style="list-style-type: none"> <li>Talking about school subjects – preferences and strengths</li> <li>School routines</li> <li>Pros and cons of school</li> <li>Talking about positives and negatives of school rules</li> <li>Talking about positives and negatives of school uniform</li> <li>Post 16 plans</li> <li>University</li> <li>Talking about jobs</li> <li>Talking about the pros and cons of different jobs</li> <li>Job applications and interviews</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidations of comparatives and superlatives</li> <li>Consolidation of intensifiers</li> <li>Consolidation of preterite tense</li> <li>Using the personal a</li> <li>Difference between ser/tener/haber</li> </ul>	<p><b>Technology, social media and mobile technology</b></p> <ul style="list-style-type: none"> <li>Talking about types of technology and their uses</li> <li>Pros and cons of the internet</li> <li>Using mobile phones</li> <li>Pros and cons of social media</li> <li>Using mobile technology</li> <li>Living without a mobile phone</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Direct and indirect object pronouns</li> <li>Consolidation of comparatives</li> <li>Extending and justifying opinions</li> <li>Introduction to perfect tense</li> <li>Using por and para</li> <li>Verbs followed by prepositions</li> <li>The present continuous tense</li> <li>Cuyo and relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Opinions about TV programmes (types of TV programmes)</li> <li>Giving opinions about films</li> <li>Describing what films are about</li> <li>Describing a film in more detail</li> <li>Talking about favourite films</li> <li>Describing a future cinema visit</li> <li>Talking about what you do in your free time</li> <li>Saying what you have done recently</li> <li>Talking about how you spend your pocket money</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidation of back to front verbs – widen range of similar verbs – interesar, aburrir, dar igual etc</li> <li>Using se (se trata de)</li> <li>Revising preterite tense</li> <li>Using sequencers to narrate events</li> <li>Subordinate clauses</li> </ul>	<p><b>Holidays, travel and tourism</b></p> <ul style="list-style-type: none"> <li>Talking about where you usually go on holiday (including transport and weather)</li> <li>Talking about past holidays and where you stayed</li> <li>Describing what you did on holiday</li> <li>Talking about future and ideal holiday plans</li> <li>Transactional language – buying tickets</li> <li>Transactional language – booking accommodation</li> <li>Transactional language – problems at a hotel</li> <li>Transactional language – lost property</li> <li>Transactional language – Tourist information</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Revision of present tense, including irregular verbs</li> </ul>	<p><b>Friends, family and relationships</b></p> <ul style="list-style-type: none"> <li>Describing friends and family members</li> <li>Talking about family relationships</li> <li>Talking about ideal partners</li> <li>Talking about pros and cons of marriage</li> <li>Talking about own future plans</li> <li>Talking about family life and routines</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidation of adjectives – position and agreement</li> <li>Consolidation of reflexive verbs</li> <li>Using ser and estar</li> <li>Consolidation of subordinate clauses</li> <li>Revising possessive adjectives</li> <li>Consolidation of future tenses</li> <li>Using direct and indirect object pronouns together</li> <li>Consolidation of preterite tense – reflexive verbs</li> </ul>

		<ul style="list-style-type: none"> <li>Revising present tense</li> <li>Revising future tense</li> <li>Introducing more irregular future tense verbs</li> <li>Using "soler"</li> <li>Revising the preterite tense</li> <li>Introducing the imperfect tense</li> <li>Agreeing and disagreeing (subjunctive in set phrases e.g. no creo que sea verdad)</li> </ul>	<ul style="list-style-type: none"> <li>Alternative modal verbs – hay que, se tiene que, se debe</li> <li>Revisiting the imperfect and conditional tenses</li> <li>Revision of two future tenses</li> <li>Using lo que</li> <li>Using subjunctive after cuando and other expressions of time</li> </ul> <p>Using quisiera</p>		<ul style="list-style-type: none"> <li>Revising future and conditional tenses</li> <li>Further consolidation of present tense</li> <li>Perfect tense</li> <li>Revisiting direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Revision of preterite tense – regular and irregular verbs</li> <li>Revision of future and conditional tenses</li> <li>Revising question forms</li> <li>Using se to avoid the passive voice</li> <li>Consolidation of direct and indirect object pronouns</li> <li>Revising imperfect tense</li> <li>Estar and past participles</li> </ul>	
<p><b>Students will be introduced to Spanish phonics. Key phonemes will be introduced systematically and revisited throughout the course of the year.</b></p>							
<p><b>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</b></p>		<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Practising 90 word task</li> <li>Writing using a variety of tenses</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>General conversation for the GCSE exam</li> <li>Formal Spanish letter etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>GCSE role play tasks</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>GCSE photocard task</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Speaking exam skills</li> <li>Using CORIENTOS to improve quality of speaking</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exam skills</li> <li>Using CORIENTOS to improve quality of writing</li> </ul>



# Saffron Walden County High School Curriculum



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

## CURRICULUM SUMMARY

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Technology – DT Timbers & Metals		<p>Context: Students will undertake a combination of practical and theory-based tasks, focused on CORE sections of the GCSE specification.</p> <p>A design &amp; make project will also be undertaken, alongside theory coverage.</p>		<p>Context: Students will undertake a combination of practical and theory-based tasks, focused on CORE sections of the GCSE specification.</p> <p>A design &amp; make project will also be taught alongside theory that will focus on developing design &amp; practical skills to help prepare students undertake this section of work with confidence for the NEA.</p>		<p>GCSE NEA COURSEWORK (50% of total qualification).</p> <p>Context: Students will start their GCSE NEA work on 1<sup>st</sup> June. In this they must respond to a contextual challenge set by the exam board. There are four sections in total.</p> <p>Section 1 will be covered in Year 10 and will include the following areas:</p> <ul style="list-style-type: none"> <li>• Responding to a context set by the exam board</li> <li>• investigation of needs and research, and a product specification.</li> </ul>	
	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Understand how energy is generated and stored in order to choose and use appropriate sources to make products and power systems.</li> <li>• Mechanical devices used to produce movement, including levers and types of movement.</li> <li>• The categorisation of the types, properties, and structure of a range of woods, metals and polymers.</li> <li>• Use and apply Jigs and Templates.</li> <li>• Ergonomic considerations and anthropometric data</li> <li>• Iteration process involved in the developing a concept</li> <li>• Critical analysis skills</li> <li>• Use of different modelling strategies and techniques.</li> </ul>		<ul style="list-style-type: none"> <li>• Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making.</li> <li>• Pre-manufactured components.</li> <li>• Understand the impact of past and present designers and design companies.</li> <li>• Use of design and modelling strategies.</li> <li>• New and emerging technologies and their impact.</li> <li>• Developments in modern and smart materials, composite materials, and technical textiles.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the needs of the end user.</li> <li>• Outline a design problem from the context provided and identify a need for a product that could solve the problem.</li> <li>• Carry out a range of research strategies to gather relevant information, to develop a design brief &amp; specification for the prototype.</li> <li>• Production of a product specification that includes statements that are technical, measurable and justified.</li> <li>• Identification of criteria, which will be used to evaluate the success of the prototype.</li> </ul>	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> <li>• apply a breadth of technical knowledge and understanding of the characteristics, advantages and disadvantages in relation to new and emerging technologies.</li> <li>• understand the applications, characteristics, advantages and disadvantages of power systems and sources.</li> <li>• apply technical knowledge and understanding of the characteristics, applications, advantages and disadvantages of a range of different material types, in order to be able to discriminate between them and select appropriately.</li> <li>• Able to move use the iterative process to help develop an idea.</li> <li>• Developing CAD skills</li> </ul>	<ul style="list-style-type: none"> <li>• The performance, principles, applications and the influence on the design of mechanical products</li> <li>• Confidently select inspiration from past designer and incorporate into their own design work.</li> <li>• Identify the correct drawing technique to communicate design ideas effectively.</li> <li>• Effectively selecting techniques and processes to successfully produce physical outcomes of high quality.</li> <li>• Use a range of processes, tools &amp; techniques when manufacturing products.</li> <li>• Use core design principles when developing a product idea (Aesthetics, Ergonomics, Safety, Size, Sustainability, Function, User requirements)</li> <li>• Apply subject specific terminology to design work.</li> <li>• Ability to recognise the impact of new and emerging technologies to a range of scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a design brief based upon information they have researched and the contextual challenge.</li> <li>• Create a detailed and justified design specification.</li> <li>• Ability to establish an end user and use their wants and needs to start to develop a product.</li> <li>• Undertake a wide range of research based upon the contextual challenge set by the exam board.</li> <li>• Conduct research specifically suited to the product they have chosen.</li> </ul>
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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		<p><b>GCSE COMPONENT 1 COURSEWORK</b>– Internally set assignment: Theme of Structures_(60% of total grade)</p> <p>Students undertake the main 60% coursework element of the GCSE throughout the entire year. This coursework encompasses skills learnt from year 9 and builds on them significantly, with core focus on the following areas:</p> <ul style="list-style-type: none"> <li>▪ Respond personally to a set title/theme from which a range of open ideas and thoughts are created.</li> <li>▪ Research primary and contextual sources.</li> <li>▪ Develop and explore ideas.</li> <li>▪ Experiment with media, materials, techniques, and processes</li> <li>▪ Produce a final physical prototype corset</li> </ul>					
Technology – Textiles	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills.</li> <li>• Develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence.</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intentions.</li> <li>• Understand the terminology associated with pattern cutting and garment construction methods.</li> <li>• Understand the key principles of how to make and adapt a commercial pattern block to create their own garments.</li> <li>• Understand how to construct a toile (mock-up) of their garment and be able to refine this to interpret their own ideas.</li> <li>• Develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence.</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intentions.</li> <li>• Understand the terminology associated with pattern cutting and garment construction methods.</li> <li>• Understand the key principles of how to make and adapt a commercial pattern block to create their own garments.</li> <li>• Understand how to construct a toile (mock-up) of their garment and be able to refine this to interpret their own ideas.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Develop ideas through investigations informed by selecting and critically analysing chosen sources.</li> <li>• Refine ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> <li>• Record ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary.</li> <li>• Use appropriate drawing skills and textile techniques for different needs and purposes, appropriate to the context.</li> <li>• Select from and use specialist tools, techniques, processes, equipment, and machinery precisely to create high quality samples and final outcomes.</li> <li>• Select effective presentation skills to communicate their intentions and ideas.</li> </ul>					

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Context: Students will be introduced to theoretical understanding of food nutrition and health, followed by the science associated with food.  Practical cook sessions will also take place during the term to further develop practical skills in preparation for the start of the NEA in the summer term. These will be taught in double lessons, whilst theory will be covered during singles.		Context: Students will first be introduced to theoretical understanding of food safety, followed by food choice towards the end of the term.  Practical cook sessions will also take place during the term to further develop practical skills in preparation for the start of the NEA in the summer term. These will be taught in double lessons, whilst theory will be covered during singles.		Context: Students will undertake investigation into food provenance for this term.  Towards the end, they will also complete practical and written examinations to give them experience of what to expect for the actual examinations that will take place in Year 11.	
Technology – Food Preparation & Nutrition	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Macronutrients.</li> <li>• Micronutrients.</li> <li>• Nutritional needs and health.</li> <li>• Cooking of food.</li> <li>• Heat transfer when cooking food.</li> <li>• Functional and chemical properties of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• Principles of food safety.</li> <li>• Factors affecting food choice/</li> <li>• British and international cuisine/</li> <li>• Sensory evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental impact and sustainability of food.</li> <li>• Food processing and production</li> <li>• Understand how to produce a report focused on the working characteristics and chemical properties of a particular ingredient through practical investigation.</li> </ul>			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Apply knowledge of Food, Nutrition and Health through written and practical tasks.</li> <li>• Students independently choose dishes to demonstrate different methods of cooking.</li> <li>• knife skills - preparing fruit and vegetables.</li> <li>• Use of a cooker (electric &amp; gas).</li> <li>• Use of equipment.</li> <li>• Cooking methods &amp; preparation.</li> <li>• Raising agents.</li> <li>• Sauce making.</li> </ul>	<ul style="list-style-type: none"> <li>• Students independently choose dishes that demonstrate a range of skills and are associated with both British and International cuisines.</li> <li>• Students choose dishes that demonstrate a range of skills that highlight key skills associated with food safety and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Students independently select choose a seasonal food,</li> <li>• Avoiding food waste by utilising left over ingredients for other uses.</li> <li>• Independence Plan, prepare and present two dishes that could be served for a celebratory meal. Demonstrate a range of medium/complex skills and finishing skills.</li> </ul>			

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		<p>GCSE COMPONENT 1 COURSEWORK – Internally set assignment: Theme of Organic Architecture (60% of total grade).</p> <p>Context: Students undertake the main 60% coursework element of the GCSE throughout the whole year. This coursework encompasses skills learnt from year 9 and builds on them significantly, with core focus on the following areas:</p> <ul style="list-style-type: none"> <li>▪ Respond personally to a set title/theme from which a range of open ideas and thoughts are created.</li> <li>▪ Research primary and contextual sources.</li> <li>▪ Develop and explore ideas.</li> <li>▪ Experiment with media, materials, techniques and processes</li> <li>▪ Produce a final physical model</li> </ul>					
Technology – 3D Design - Architecture	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Understand how to analyse and extract core elements of a project theme.</li> <li>• Understand how to analyse the work and approaches of architects from contemporary or historical contexts, and cultures to help develop ideas linking to their own project theme.</li> <li>• Understand how the studies of biomimicry &amp; sustainability have heavily influenced building design.</li> <li>• Understand how to use visual language to communicate personal ideas, meanings and responses.</li> <li>• Understand how to extract raw inspiration from primary and secondary inspiration to develop original design ideas.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Realise personal intentions through the sustained application of the creative design process.</li> <li>• Refine ideas as work progresses through experimenting with a variety of drawing media, materials, techniques and processes.</li> <li>• Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary as work progresses.</li> <li>• Confidently use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture, to create a final physical outcome independently.</li> <li>• Effectively select appropriate graphical techniques to communicate design work effectively.</li> <li>• Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</li> </ul>					

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 10						
	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	<p>Basketball Football Rugby Hockey</p> <p>Step into Dance Club (External)</p>	<p><b>Junior/Intermediate Ensembles:-</b> these are open to performers that are working between grades 1 &amp; 5 – students must contact the Music Department before attending</p> <p><b>Junior/Intermediate Ensembles:</b> Intermediate Strings Intermediate Concert Band Junior Jazz Band Show Choir Lower School Choir</p> <p><b>Senior Ensembles</b> - once a performer has reached grade 5 - – students must contact the Music Department before attending Senior Strings Senior Concert Band Jazz Band Symphony Orchestra Show Choir Chamber Choir</p> <p><b>Smaller Ensembles</b> -these tend to be directed by members of the peripatetic team and can vary year on year. The Rhythm Corporation Pure Sax Classical Guitar Ensemble Wind Ensemble Brass Ensemble</p>	<p>Shakespeare Club Poetry Club Bar Mock Trial Magistrates Mock Trial Literature Club</p>	<p>Politics Club</p>	<p>SWCHS Upper School Drama Club (External) SWCHS Musical Theatre Group (External) LAMDA Acting (External)</p>	<p>Agricultural Science Unit – Lunch and after school Lower School Drama Club Diversity Allies LGBTQ+ Allies Saffron Hall Projects Duke of Edinburgh Bronze Award</p>