

Saffron Walden County High School Curriculum



CURRICULUM SUMMARY

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 Presentation and Annotation	TERM 2A Clay construction. Underpinned with CTG opportunities	TERM 2B Clay construction, decoration & finish Underpinned with CTG opportunities	TERM 3A Exploring Ancient /Modern Cultures – Investigating Cultures	TERM 3B Exploring Ancient / Modern Cultures
Arts – 3D Design	KNOWLEDGE DOMAIN	<p>Exploration, research and understanding of Natural Forms in 2D/3D alongside artists inspired by Natural Forms to create 2D/3D creative outcomes in varied media.</p> <p>Development and refinement of observational work in 2D/3D focussing on the visualisation of 3D form through lighting, tone & mark making.</p> <p>Develop more in-depth exploration of contemporary and traditional 3D artwork inspired by Natural Forms producing a synthesis between critical study work, pastiches and stylisation in 3D media.</p>	<p>Developing sketchbook layout and presentation with annotation to clarify contextual links.</p> <p>Exploring potential surface and colour 'finishes' on clay work created building on Yr9 experiments.</p> <p>Developing and designing for 3D work, inspired by investigations into contemporary and traditional ceramics that have been studied, translating and developing observational drawing into working drawings and alongside knowledge and understanding of clay techniques developed so far. Translating 2D ideas into well resolved 3D visualisations.</p>	<p>Construction of a sustained Final Outcome:</p> <p>Consider starting with test tiles &/ maquettes to consolidate construction techniques and confidence.</p> <p>Review and refine during construction in lessons to be able to modify, improve and adapt a Final Design Idea in 2D for independent study. This should also consider final finish and colour ways.</p> <p>Provide opportunities for CTG including annotation.</p>	<p>Final construction cont'd:</p> <p>Continue the Final ceramic piece that develops and consolidates skills learnt.</p> <p>Consider time to apply a finish / surface / colour to the final outcome, drawing upon experiments in Term 1B.</p> <p>Provide opportunities for CTG including annotation.</p> <p>Extension - Begin research into varied cultural artforms for Term 3A.</p>	<p>Research and exploration into various cultures in general and their artforms projecting forwards to building a solid foundation and understanding for the selection of a culture to continue to study in-depth through into Yr11.</p> <p>Opportunities to develop understanding of forms and artwork through observational studies and in-depth focus on artists, movements or artforms.</p>	<p>Students to choose a second culture to investigate as in Term 3A.</p> <p>Students should therefore be prepared to transition to Yr11 with the knowledge to make an informed choice of culture to focus on for their Yr11 Museums Project and can move directly on to Design Ideas in September.</p>

<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Exploration of traditional and contemporary 2D and ceramic artists inspired by Natural Forms from primary & secondary source inspiration. • Observational drawing in 2D/3D with a focus on lighting and form. Use primary/secondary sources developing black/white and colour media skills within a range of media (wet and dry). Development & application of colour theory & symbolism to extend understanding of colour. • Inclusion and use of own photography for observation and personalised development from initial primary sources. • Development of 3D ceramic exploration with varied processes and techniques to produce pastiches and creative experiments and build skills and confidence. 	<ul style="list-style-type: none"> • Exploration of sketchbook presentation techniques and informative and reflective annotation. • Focus on design for ceramic construction techniques/processes informed by foundation skills. • Development of sketching for 3D design using weighted line, tonal value, contour lines to describe form, detail and colour. • Development of style and subject matter informed by ceramic artists and own inspiration. • Consideration and experimentation with varied 'finishes' for ceramics - including acrylics, metallics, dry brushing, shoe polish, glazes, oxides, underglazes, encaustic, slips, varnishes, embellishment etc as appropriate to ideas. 	<ul style="list-style-type: none"> • Providing sustained time and consideration for the construction of a clay outcome that reflects a high-quality technical build and finish. • Exploration of translating line, mark making and detail into clay allowing for refinement and ongoing development using varied techniques and process built upon in Terms 1A/B and Yr9 – joining, slab and coil construction, moulding and sculpting and refining. • Consolidation of a Final Design Idea that is reflective of the final build. 	<ul style="list-style-type: none"> • Students develop refined construction, modelling and finishing skills to create a well resolved ceramic form. • Students select and apply suitable decorative high / relief techniques to develop and realise their ideas in clay • Students apply a finish / surface to their completed and fired outcomes as experimented with in Term 1B. 	<ul style="list-style-type: none"> • Early observational work related to one chosen culture will focus on drawing in B&W / colour for 3D/form and observational clay studies based on 3D forms and existing contemporary and traditional artwork that represent the culture. • Students will experiment with and consolidate existing experience with ceramic construction, joining, high/low relief, surface textures/details and colour/tonal finishes. 	<ul style="list-style-type: none"> • As Term 3A
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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: fine art mixed media personal response	TERM 3A/B: Exploring ancient cultures	TERM 3B/A: Exploring ancient cultures
Art & Design	KNOWLEDGE DOMAIN	Development and refinement of observational work and artists influences. Developing sketchbook layout and presentation with annotation to clarify contextual links. Synthesis of critical study work, pastiches and stylisation.	Design for print, contemporary print makers, using backgrounds and extended printing techniques. Exploration of repeat pattern and tessellation linked to year 11 mock exam cultural investigations.	Final outcome: series of lino prints Design for print, contemporary print makers, using backgrounds and extended printing techniques.	The outcome should focus on developing an understanding of developing a mixed media/fine art approach or a larger scale inspired by mixed media artists and illustrators.	Students learn how to research using a variety of sources including books, museums and gallery sources as starting for more independent study.	Students select their chosen ancient cultures to undertake more in depth research into context, symbolism and analysing artefacts.
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Observational drawing, primary sources developing black and white media skills. Developing tonal colour application within a range of media (wet and dry) Exploration of artists, cultures, printmakers and photographers as secondary source inspiration. Development and application of colour theory to extend understanding of colour. Working from primary sources to develop understanding of colour. 	<ul style="list-style-type: none"> Focus on design for print techniques/processes Exploration of translating line, Development of black and white using weighted line, counter change. Development of style, subject matter and print format related to CCL. 	<ul style="list-style-type: none"> Focus on explicit contextual links Design for print: graphic image Lino printing techniques & processes Creating a series of prints Portfolio selection/print presentation Evaluation 	<ul style="list-style-type: none"> Exploration for making grounds using water colours, printed papers, monoprinting. Exploration of painting backgrounds to create mood and ambience. Students develop their fine art/illustration skills using line, tone, pattern and mark making to explore natural forms. 	<ul style="list-style-type: none"> Build on prior learning of dynamic presentation creating a balance between written and visual content. Students learn how initial research stages cover assessment objectives at GCSE through research and developing idea. Students learn to develop confidence when exploring more complex forms and structures to create accuracy and dimension in their recording using a range of black and white colour media. 	<ul style="list-style-type: none"> Students explore images and artefacts within an anthropological context to develop a deeper understanding of other cultures and religions. Students explore a range of media, building their understanding of more purposeful selection of media, materials and sources to develop their ideas.

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Business	KNOWLEDGE DOMAIN	Business in the Real World <ul style="list-style-type: none"> Business ownership Aims & Objectives Stakeholders Business Location Business Planning Influences on Business <ul style="list-style-type: none"> Business Ethics Methods of business expansion Technology 	Influences on Business <ul style="list-style-type: none"> Globalisation Legislation Economic environment Competitive environment 	Business Operations <ul style="list-style-type: none"> Methods of production Efficiency in business operations Lean Production Procurement & logistics 	Business Operations <ul style="list-style-type: none"> Quality Customer service 	Human resources <ul style="list-style-type: none"> Organisational structures Recruitment & selection Motivating employees 	Human resources <ul style="list-style-type: none"> Training
	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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Computer Science	KNOWLEDGE DOMAIN	Programming <ul style="list-style-type: none"> • Purpose of functions & procedures and knowing when to use them • Error identification • Pseudocode purpose and syntax • Follow and use structure charts • Using trace tables 	Computer Systems <ul style="list-style-type: none"> • Types of programming languages • Hardware and Software • Internal components that make up a computer system • Data storage • How CPU works 	Cyber Security <ul style="list-style-type: none"> • Understand and identify different types of malware • Know the different types of social engineering • Prevention of attacks • Pupils understand the term penetration testing 	Networks <ul style="list-style-type: none"> • Pupils learn of three types of network and two topologies. • Understand the purpose of network protocols and when they are used • Network hardware • Understand how data is transmitted across a network 	Databases and SQL <ul style="list-style-type: none"> • Pupils can identify key parts of SQL queries • Pupils develop their prior knowledge of relational databases • Pupils can relate their prior knowledge and understanding of databases with the SQL language 	<ul style="list-style-type: none"> • Mock preparation lessons
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Programming skills <ul style="list-style-type: none"> • Program using subroutines • Debug programs • Read pseudocode • Write pseudocode • Design structure diagrams • Complete trace tables for different programs 	<ul style="list-style-type: none"> • Identification • Explanation • Applying their knowledge to different scenarios • Write basic assembly language 	<ul style="list-style-type: none"> • Identification • Explanation • Applying their knowledge to different scenarios 	<ul style="list-style-type: none"> • Identification • Explanation • Applying their knowledge to different scenarios 	Pupils can design, create and use SQL queries on databases using the following statements and filters: <ul style="list-style-type: none"> • SELECT • WHERE • ORDER BY • INSERT • UPDATE • CREATE 	<ul style="list-style-type: none"> • Revision skills • Breaking down exam questions • Answering questions in the right way • Using key words

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

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	Melodrama	TIE	Component 1 - Devising	Component 1 - Devising	Component 1 - Devising	Component 1 - Devising
	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 & 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 & 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"> Mock exam performance. Act on feedback from mock exam to improve performance. Perform final exam to an audience. <p>Portfolio</p> <ul style="list-style-type: none"> Collate written portfolio, documenting the rehearsal process and rationale behind decisions. <p>Evaluation</p> <ul style="list-style-type: none"> Watch and reflect on WWW & EBI in C1 performance. Complete a written evaluation.

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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	Power and Conflict Poetry (English Literature)	English Language Paper 1: Explorations in Creative Reading and Writing	Modern Texts: Lord of the Flies or An Inspector Calls (English Literature)	Macbeth (English Literature)	Macbeth (English Literature)	Paper 2 Section B: Writer's Viewpoints and Perspectives Speaking and Listening Endorsement
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO1: Identify, interpret and synthesise information and evidence.</p> <p>AO2: Analyse how writers use language and structure for effect.</p> <p>AO3: Compare writers' ideas and perspectives and how they are conveyed.</p> <p>AO4: Evaluate texts critically.</p> <p>AO5: Communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.</p> <p>AO6: Use a range of vocabulary, sentencing and punctuation effectively.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p>	<p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p>	<p>A05: Communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.</p> <p>A06: Use a range of vocabulary, sentencing and punctuation effectively.</p> <p>To use the skills of effective non-fiction writing to write and deliver a successful speech.</p> <p>To develop confident skills in oracy, communicating with clarity, fluency and intonation.</p>

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Languages - French	KNOWLEDGE DOMAIN	<p>Travel and Tourism</p> <ul style="list-style-type: none"> Saying how you used to spend your holidays Talking about where you go Describing where you go and how you get there Saying what you do on holiday To talk about a future holiday To describe an ideal holiday <p>Grammar Focus</p> <ul style="list-style-type: none"> Imperfect Perfect Present including revision of irregular verbs faire/ aller Future Conditional Interrogatives – asking questions 	<p>School</p> <ul style="list-style-type: none"> Description of school day First day at school Opinions on school subjects Description of School buildings Description of School Rules Description of School Uniform Extra-curricular activities Primary school <p>Grammar Focus</p> <ul style="list-style-type: none"> All tenses Si clauses – present + future & imperfect + conditional Quand clauses- future + future Relative pronouns – qui/que ce qui/ ce que Modal verbs – devoir/ pouvoir Expressions of possibility Expressions of obligation Future expressions 	<p>Healthy Living</p> <ul style="list-style-type: none"> Body parts, injuries and illnesses Giving advice Healthy and unhealthy diets Healthy lifestyle and well-being Cigarettes, drugs and alcohol Resolutions <p>Grammar Focus</p> <ul style="list-style-type: none"> avoir mal depuis Il faut/ il ne faut pas vous devriez pouvoir, vouloir, devoir Imperatives Expressions with de Present and Imperfect Future expressions Interrogatives – asking questions Subjunctive 	<p>Technology in everyday life</p> <ul style="list-style-type: none"> Different types of technology How we use technology Advantages and disadvantages of social media Advantages, disadvantages and dangers of mobile phones Features of mobile phones Future technology <p>Grammar Focus</p> <ul style="list-style-type: none"> pour + infinitive pour que je puisse + infinitive future grâce à si vous devriez il me permet de ça me permet de 	<p>Environment</p> <ul style="list-style-type: none"> Global issues Local issues Recycling Individual gestures Pollution <p>Grammar Focus</p> <ul style="list-style-type: none"> comparative/ superlative subjunctive imperfect/ present expressions with de pour/ afin de + infinitive au lieu de + infinitive 	<p>Social Issues</p> <ul style="list-style-type: none"> Charity work Inequality Poverty <p>Grammar Focus</p> <ul style="list-style-type: none"> Vouloir/ aimer in conditional form Present participle tense recap verbs of possibility subjunctive expressions pour + infinitive si clauses (imperfect/ conditional)
	<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"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills 	<ul style="list-style-type: none"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills 	<ul style="list-style-type: none"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills 	<ul style="list-style-type: none"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills 	<ul style="list-style-type: none"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills 	<ul style="list-style-type: none"> • Speaking • Writing • Listening • Reading • Exploring French culture and France as a country • Dictionary skills
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		TERM 1A Urban Issues & Challenges	TERM 1B Urban Issues & Challenges (continued) Natural Hazards	TERM 2A Natural Hazards (continued) UK Physical Landscapes	TERM 2B UK Physical Landscapes (continued)	TERM 3A The Changing Economic World	TERM 3B The Changing Economic World (continued)
Humanities - Geography	KNOWLEDGE DOMAIN	<p>Urban Issues & Challenges</p> <p>Urbanisation & the emergence of megacities.</p> <p>Rio de Janeiro: 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>London: environmental challenges, social inequalities, new housing, transport.</p>	<p>Planning for urban sustainability.</p> <p>Sustainable urban living Sustainable traffic management schemes</p> <p>SAFFRON WALDEN FIELDWORK</p> <p>Natural Hazards</p> <p>What are natural hazards?</p> <p>Distribution of earthquakes and volcanoes.</p> <p>Physical processes at plate margins.</p> <p>The effect of earthquakes Responses to earthquakes.</p> <p>Living with the risk from tectonic hazards.</p> <p>Reducing the risk from tectonic hazards.</p>	<p>Global atmospheric circulation.</p> <p>Where and how are tropical forms formed?</p> <p>The structure and feature of tropical storms.</p> <p>Reducing the effects of tropical storms. Weather hazards in the UK.</p> <p>Extreme weather in the UK.</p> <p>UK Physical Landscapes</p> <p>The UK's relief and landscapes.</p> <p>Glacial erosional, transportation and depositional landforms.</p> <p>Economic opportunities in glaciated areas.</p>	<p>Conflict in glaciated areas. Managing tourism in glaciated areas.</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>COASTAL FIELDWORK</p>	<p>REVISION</p> <p>YEAR 10 EXAMS</p> <p>CLOSE THE GAP</p> <p>The Changing UK Economy</p> <p>Measuring development.</p> <p>The Demographic Transition Model.</p> <p>Changing population structure.</p> <p>Causes of uneven development - wealth, health and migration</p> <p>Reducing the development gap – aid, intermediate technology, fair trade, debt relief, tourism.</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>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>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>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>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>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>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>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>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>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>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>Formulate enquiry and argument.</p>	
		<p>Fieldwork and data collection skills.</p>		<p>Fieldwork and data collection skills.</p>			

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

- 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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Social Sciences - Health & Social Care	KNOWLEDGE DOMAIN	<p>R033 Supporting individuals through life events</p> <p>Students can develop an understanding of life stages and the factors that can impact on development</p>		<p>R035 Health Promotion Campaigns</p> <p>Students understand about the most important values of care working</p>		<p>R032 -Principles of care in health and social care settings</p>	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Life stages and development looking at the key milestones of growth and PIES development for age groups (2022- young adulthood – 19-45)</p> <p>Factors affecting development across the life stages (2022- young adulthood -19-45)</p> <p>Life events and their impacts on individuals looking at expected and unexpected life events</p> <p>Sources of support that meet individual needs</p> <p>The role of practioners in providing support and how they meet individual needs. The role of informal/formal care givers give in providing support</p> <p>Research and recommend personalised support based on individual needs.</p>		<p>Looking at current public health issues and the impact on society (2022 – Mental health or obesity)</p> <p>Developing an understanding of the importance of a healthy society and what the public health challenges for society</p> <p>Reflecting on the current health promotion campaigns and their benefits</p> <p>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.</p> <p>How to identify barriers to leading a healthy lifestyle and how to overcome them</p> <p>To plan and implement a health promotion campaign. (2022 -Mental health or obesity)</p>		<p>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</p> <p>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</p> <p>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</p> <p>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.</p>	

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		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>Britain: migration, empires and the people c790 to the present day</p> <p>Part one: Conquered and conquerors</p> <ul style="list-style-type: none"> 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. A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John. The birth of English identity: the Hundred Years' War and its impact for England's future development. <p>Elizabethan Age c.1568 – 1603</p>	<p>Elizabethan Age c.1568 – 1603</p> <ul style="list-style-type: none"> Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. 	<p>Elizabethan Age c.1568 – 1603</p> <ul style="list-style-type: none"> A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. Court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. 	<p>Britain: migration, empires and the people c790 to the present day</p> <p>Part two: Looking West</p> <ul style="list-style-type: none"> 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. 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. Migrants to and from Britain: Huguenot migration; Highland 	<p>Germany: democracy and dictatorship c.1890-1945</p> <p>Part one: Germany and the growth of democracy</p> <ul style="list-style-type: none"> 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. 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. Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the 	<p>Germany: democracy and dictatorship c.1890-1945</p> <p>Part two: Germany and the Depression</p> <ul style="list-style-type: none"> 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. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. <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"> 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. 				<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"> 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. 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. 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. 	<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"> 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.
<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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Humanities - Latin	KNOWLEDGE DOMAIN	Latin Language Food and dinner parties Marriage Roman Family Life (GCSE Civ Paper)	Latin Language Patron and clients Freedmen Funerals and afterlife Roman Family Life (GCSE Civ Paper)	Latin Language Gladiatorial games Roman Family Life (GCSE Civ Paper)	Latin Language Gladiatorial games Roman Family Life (GCSE Civ Paper)	Latin Language Africa and Rome Roman Family Life (GCSE Civ Paper)	Latin Language Childhood Education Roman Family Life (GCSE Civ Paper)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Vocab learning (Suburani 1) and derivations Latin translation and comprehension skills (consolidate grammar from Y9; new grammar): indirect statement; pronouns; pluperfect; conjugations; adverbs Analysis of Roman culture; its influences on the modern day Analysis of sources on set topic of Roman Families; recall facts and details about prescribed content on roles of men/women/slaves; children; education; marriage; family religion	Latin translation and comprehension skills (new grammar): future conjugations 3 rd & 4 th ; eo/ fero in all forms; necesse/ placet; present participles Referencing skills and vocab learning/derivations – 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) Rest as Term 1A	Latin translation and comprehension skills (new grammar): passive (present, imperfect tense) Vocab learning (GCSE list) and derivations Rest as Term 1A	Latin translation and comprehension skills (new grammar): passive (present, imperfect tense) Vocab learning (GCSE list) and derivations Rest as Term 1A	Latin translation and comprehension skills (new grammar): perfect passive; PPPs Translation and comprehension skills for GCSE Latin Language paper Vocab learning (GCSE list) and derivations GCSE Civ Paper as Term 1A and develop essay skills to draw range of sources/factual knowledge together to answer broad essay questions	Latin translation and comprehension skills (new grammar): deponent verbs (including PAPs) Translation and comprehension skills for GCSE Latin Language paper Vocab learning (GCSE list) and derivations GCSE Civ Paper as Term 1A and develop essay skills to draw range of sources/factual knowledge together to answer broad essay questions



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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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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. Focus on the Areas of Study: 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"> • Listening skills development. • Study of set works: Toto 'Africa' and J.S Bach 'Badinerie'. • Development of Music Theory. • Performance practice: solo and ensemble. • Composition skills and development of individual compositions. 					

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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, Trampoline, 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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PE - Dance	KNOWLEDGE DOMAIN	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Performance Skills:</p> <p>Safe working practices: Warm up Cool down Hydration</p> <p>Revise/revisit Physical skills & Technical- 'Action, Dynamics, Space, Relationships (ASDR)</p> <p>Group performance work (towards show)</p> <p>Choreography-</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 & 4's Jack Frost/Snow Queen:</p> <p>Written Tasks</p> <p>Exam style questions on:</p>	<p>Performance Skills:</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 & aural setting.</p> <p>Choreography-</p> <p>Own choreography, group ideas, for performance work. ALC performance</p>	<p>Appreciation:</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 Choreography-</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>Written Tasks</p> <p>Exam style questions on features of production.</p>	<p>Performance skills:</p> <p>Revise/revisit Safe working practices: Safe execution Safe execution of working with others.</p> <p>Learn set phrase 'Shift & Breathe Relate to performance skills Marking grid-physical, technical, expressive skills. Practical one day workshop (Wk commencing 20/2/24</p> <p>Choreography-</p> <p>Study 'WHE' concepts of choreography.</p> <p>Written tasks</p> <p>Exam style questions based on Section A of written paper, choreography concepts</p> <p>Motif & development, relationships, aural setting. ASD</p>	<p>Performance Skills:</p> <p>Understanding of mental skills: Movement Memory Commitment Concentration Confidence</p> <p>Choreography-</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>Written tasks</p> <p>Exam style questions based on Section A of written paper, choreography concepts</p>	<p>Appreciation:</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>Choreography-</p> <p>Understanding of choreographic devices:</p> <p>Unison, canon, climax, manipulation of number, motif and development.</p> <p>Written Tasks</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>Appreciation-</p> <p>Watch Artificial Things by Lucy Bennett.</p> <p>Learn key facts and features of production A3 sheet.</p> <p>Features of production- focus on costume & lighting. Broadening vocabulary.</p> <p>Artificial Things: 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 AT features of production 6 markers.</p> <p>Appreciation: Study Artificial Things- by Lucy Bennett.</p> <p>Relate to RADS and choreography.</p>	<p>piece solo sections for show</p> <p>Appreciation: A Linha Curva- study this work, learn key features of production. Solo motifs. Theme of celebration and Brazilian culture.</p> <p>Practical & Theory lessons to help understand the work.</p> <p>'Assessment Task' Performance On stage live performance Saffron Hall -Dance show production 12th Dec 23</p>	<p>Short answer questions on choreography.</p> <p>Performance: In groups to one another in class.</p>	<p>.</p> <p>Appreciation:</p> <p>'Within Her Eyes': Online workshop with James Cousins to learn features & intention.</p> <p>Critical appreciation of understanding of the answering questions on 'own performance for section B of exam.</p>	<p>Motif & development, relationships, aural setting. ASD</p> <p>Appreciation: Study 'Shadows' by Christopher Bruce</p> <p>.</p>	<p>Performance:</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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PE - GCSE	Theory	<p>Starters to Revise</p> <p>Unit 3</p> <p>Components of fitness</p> <p>Fitness Testing</p> <p>Principles of Training</p> <p>Types of training</p> <p>Optimising training/Altitude training/Periodisation</p> <p>Warm Ups/Cool Downs</p> <p>Unit 1</p> <ul style="list-style-type: none"> • Skeletal System • Synovial Joints • Muscular System • Movement Analysis • Cardiorespiratory System 	<p>UNIT 1 Continued</p> <ul style="list-style-type: none"> • Aerobic/Anaerobic Exercise • ST/LT effects of exercise • End of Unit 1 Test <p>Unit 2</p> <ul style="list-style-type: none"> • Levers • Planes & Axes 				
	Practical	<p>Week 1</p> <ul style="list-style-type: none"> • Football x 2 (MK, BS & Ollie) • Netball (KMM) <p>Week 2 (2 Thurs 5)</p> <ul style="list-style-type: none"> • Trampolining (KMM) 	<p>Week 1</p> <ul style="list-style-type: none"> • Football x 2 (MK, BS & Ollie) • Netball (KMM) <p>Week 2 (2 Thurs 5)</p> <ul style="list-style-type: none"> • Trampolining (KMM) 				

		<ul style="list-style-type: none">• Badminton (MK)• Table Tennis (BS)	<ul style="list-style-type: none">• Badminton (MK)• Table Tennis (BS)				
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RPE - Option	<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>As this is a transition year, year 10 will recap some of the GCSE content from year 9 and then complete the topic Religion, Social Justice and Human Rights.</p> <p>Religion, Social Justice and Human Rights</p> <p>Attitudes to and responsibilities of wealth (including in Islam) (T, P, HSc)</p> <p>Exploitation of the poor (T, P, HSc)</p> <p>Responsibilities to the poor (T, P, HSc)</p> <p>End of unit assessment: Social Justice and Human Rights 1, 2, 4, 5, 12 mark exam questions</p>	<p>Christian Practices</p> <p>Religion, Philosophy, Theology, History</p> <p>Denominational differences (T, HSc)</p> <p>Differences in worship (T, HSc)</p> <p>Differences in prayer (T, HSc)</p> <p>Differences in sacraments: Baptism and Eucharist (T, HSc)</p> <p>Differences in Festivals (T, HSc)</p> <p>The Great Commission (T)</p> <p>Pilgrimage (T, HSc)</p> <p>Mission and Church growth – locally, nationally and internationally (T, HSc)</p> <p>Social Justice: persecution, reconciliation, responsibilities of wealth, charity work (T, HSc)</p>	<p>Continue Christian Practices</p> <p>Islamic Practices</p> <p>Religion, Ethics</p> <p>Introduction to the Five Pillars and Ten Obligatory Acts (T) Shahadah (T) Salah (T)</p> <p>Mid point assessment:</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>Continue Islam Practices</p>	<p>Religion, crime and punishment (from a Christian and secular viewpoint)</p> <p>Religion, Philosophy, Ethics, Theology, Sociology</p> <p>Reasons why people commit crime (P, HSc)</p> <p>The concept of evil (T, P)</p> <p>Attitudes to lawbreakers (P)</p> <p>Aims of punishment (P, HSc)</p> <p>Mid Point assessment</p> <p>Treatment of criminals – community service, prison and corporal punishment (including in Islam) (T, P, HSc)</p> <p>Mid point assessment</p>	<p>Forgiveness (including in Islam) (T, P)</p> <p>Capital punishment (including in Islam) (T, HSc)</p> <p>Suffering (T, P)</p> <p>End of unit assessment: Crime and Punishment 1, 2, 4, 5, 12 mark exam questions</p>

			Assessment: 2 mid point assessments and an end of unit assessment: Christian Practices1, 2, 4, 5 and 12 mark exam questions.				
RPE – Core	All students in year 10 are taught RPE in our carousel of core curriculum RPE: Religion, War and Peace Religion, Theology, History, Social Sciences What is pacifism? Attitudes to war and pacifism The Just War Theory Weapons of Mass Destruction Impact of war Responses to war						
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Literacy Interpretation of text Understanding of influence of religion Analysis Comparison Critical thinking Reflection Evaluation	Literacy Interpretation of text Analysis Critical thinking Reflection Evaluation	Literacy Interpretation of text Analysis Critical thinking Reflection Evaluation	Literacy Interpretation of text Analysis Critical thinking Reflection Comparison Evaluation		

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Science	KNOWLEDGE DOMAIN BIOLOGY (Combined)	Key concepts in biology – microscopes, using microscopes, cells, specialised cells, bacteria, enzymes and nutrition, enzyme action	Key concepts in biology – movement across membranes and osmosis practical. Cells and Control – mitosis, growth in animals and plants, stem cells and the nervous system	Genetics – Meiosis, DNA including DNA extraction, Alleles, Inheritance, Gene mutation and Variation	Natural Selection and Genetic modification – evidence for human evolution, Darwin's theory, Classification, Breeds and varieties, Genes in agriculture and medicine Health, Disease and the development of medicine – Health and disease definitions and examples	Health, Disease and the development of medicine – Non-communicable diseases, Cardiovascular disease, Pathogens, Spreading pathogens, Physical and chemical barriers, The immune system, Antibiotics.	Review topics in preparation for a mock paper Plant Structures and their Functions – Photosynthesis, factors that affect photosynthesis with practical applications.
	BIOLOGY (Triple)	Key concepts in biology – microscopes, using microscopes, cells, specialised cells, bacteria, enzymes and nutrition, enzyme action, movement across membranes, osmosis practical, food tests	Cells and control – Mitosis, growth in animals and plants, stem cells, the brain, the brain and spinal cord problems, the nervous system, the eye and neurotransmission speeds. Genetics – Sexual and asexual reproduction, Meiosis, DNA and DNA extraction	Genetics – Protein synthesis, genetic variants and phenotypes, Mendel, Alleles, Inheritance, Multiple and missing alleles, Gene mutation and variation. Natural Selection and Genetic modification – Evidence for human evolution, Darwin's theory.	Natural Selection and Genetic modification – Development of Darwin's theory, Classification, Breeds and varieties, Tissue culture, Genes in agriculture and medicine, GM and agriculture, Fertilisers and biological control. Health, Disease and the Development of Medicine – Health and disease, Non-communicable diseases, Cardiovascular disease and pathogens.	Health, Disease and the Development of Medicine – Spreading pathogens, Virus life cycles, plant defences, plant diseases, physical and chemical barriers, the immune system, antibiotics, practical understanding of antibiotics, monoclonal antibodies	Review topics in preparation for a mock paper Plant Structures and their Functions – Photosynthesis, factors that affect photosynthesis with practical applications, Absorbing water and mineral ions, Transpiration and translocation

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

	diagrams for reflection, refraction and lenses. Human hearing, infrasound and ultrasound	Radio waves and their interaction with the atmosphere. Investigating how surface affects EM radiation	<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.	resolution and Moments. Radioactivity- History of atomic models and the Rutherford experiment. Electron orbits and emission of EM waves. Background radiation	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.	
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>For Biology – Using a microscope and making scientific drawings. Calculating magnification and using standard form. Practical skills, calculation of rate and graph drawing skills.</p> <p>For Chemistry – Calculation work</p> <p>For Physics – Calculation work. Ray diagram drawings</p>	<p>For Biology – Practical skills, calculation of percentage change and graph drawing skills.</p> <p>For Chemistry – evaluating models</p> <p>For Physics – Calculation and Practical work. Graph and forces diagram drawing</p>	<p>For Biology – Understanding science impact on wider community and being able to evaluate evidence, form a discussion. Literacy, written communication of concepts.</p> <p>For Chemistry – Practical work (safety, following instructions, group work)</p> <p>For Physics – Calculation and Practical work. Graph and forces diagram drawing</p>	<p>For Biology – Understanding science impact on wider community and being able to evaluate evidence, form a discussion. Literacy, written communication of concepts.</p> <p>For Chemistry – Practical work (safety, following instructions, group work), graphical analysis</p> <p>For Physics – Calculation and Practical work.</p>	<p>For Biology – Applying conclusions from data, literacy, written communication of scientific processes.</p> <p>For Chemistry – Practical work (safety, following instructions, group work)</p> <p>For Physics – Calculation and Practical work.</p>	<p>For Biology – Revision techniques. Practical skills, Graph drawing and calculations</p> <p>For Chemistry – Practical work (safety, following instructions, group work) for combined, with research skills for triple</p> <p>For Physics – Calculation and Practical work.</p>

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

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

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Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Technology – Product Design - Timbers		<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 & 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 & make project will also be taught alongside theory that will focus on developing design & 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 1st 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"> • Responding to a context set by the exam board • investigation of needs and research, and a product specification. 	
	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • Understand how energy is generated and stored in order to choose and use appropriate sources to make products and power systems. • Mechanical devices used to produce movement, including levers and types of movement. • The categorisation of the types, properties, and structure of a range of woods, metals and polymers. • Use and apply Jigs and Templates. • Ergonomic considerations and anthropometric data • Iteration process involved in the developing a concept • Critical analysis skills • Use of different modelling strategies and techniques. 		<ul style="list-style-type: none"> • Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making. • Pre-manufactured components. • Understand the impact of past and present designers and design companies. • Use of design and modelling strategies. • New and emerging technologies and their impact. • Developments in modern and smart materials, composite materials, and technical textiles. 		<ul style="list-style-type: none"> • Identify the needs of the end user. • Outline a design problem from the context provided and identify a need for a product that could solve the problem. • Carry out a range of research strategies to gather relevant information, to develop a design brief & specification for the prototype. • Production of a product specification that includes statements that are technical, measurable and justified. • Identification of criteria, which will be used to evaluate the success of the prototype. 	

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

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"> • Macronutrients. • Micronutrients. • Nutritional needs and health. • Cooking of food. • Heat transfer when cooking food. • Functional and chemical properties of food. 	<ul style="list-style-type: none"> • Food spoilage and contamination • Principles of food safety. • Factors affecting food choice/ • British and international cuisine/ • Sensory evaluation. 	<ul style="list-style-type: none"> • Environmental impact and sustainability of food. • Food processing and production • Understand how to produce a report focused on the working characteristics and chemical properties of a particular ingredient through practical investigation. 			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Apply knowledge of Food, Nutrition and Health through written and practical tasks. • Students independently choose dishes to demonstrate different methods of cooking. • knife skills - preparing fruit and vegetables. • Use of a cooker (electric & gas). • Use of equipment. • Cooking methods & preparation. • Raising agents. • Sauce making. 	<ul style="list-style-type: none"> • Students independently choose dishes that demonstrate a range of skills and are associated with both British and International cuisines. • Students choose dishes that demonstrate a range of skills that highlight key skills associated with food safety and hygiene. 	<ul style="list-style-type: none"> • Students independently select choose a seasonal food, • Avoiding food waste by utilising left over ingredients for other uses. • 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. 			

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"> ▪ Respond personally to a set title/theme from which a range of open ideas and thoughts are created. ▪ Research primary and contextual sources. ▪ Develop and explore ideas. ▪ Experiment with media, materials, techniques and processes ▪ Produce a final physical model 					
Technology – 3D Design - Architecture	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • Understand how to analyse and extract core elements of a project theme. • 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. • Understand how the studies of biomimicry & sustainability have heavily influenced building design. • Understand how to use visual language to communicate personal ideas, meanings and responses. • Understand how to extract raw inspiration from primary and secondary inspiration to develop original design ideas. 					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Realise personal intentions through the sustained application of the creative design process. • Refine ideas as work progresses through experimenting with a variety of drawing media, materials, techniques and processes. • Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary as work progresses. • Confidently use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture, to create a final physical outcome independently. • Effectively select appropriate graphical techniques to communicate design work effectively. • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. 					

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Year 10	Students are taught PSHE on rotation. Please see the subject areas below:					
	WELLBEING	BEING SAFE	PREGNANCY	RESPECTFUL RELATIONSHIPS	DRUGS, ALCOHOL AND TOBACCO	EXTERNAL INPUT
PSHE	<p>L1: MENTAL HEALTH How to recognise the early signs of mental wellbeing concerns</p> <p>L2: ANXIETY AND DEPRESSION Identify common types of mental ill health</p> <p>L3: BIPOLAR AND SCHIZOPHRENIA Identify and understand high profile mental ill health</p> <p>L4: MENS MENTAL HEALTH Consider reasons why men are less likely to talk about mental health and how to find support.</p>	<p>L1: HONOUR BASED VIOLENCE 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>L2: CASE STUDY Case study: Banaz Mahmud</p> <p>L3: FGM Identify what FGM is. Have knowledge of the laws around FGM.</p> <p>L4: IMPACT OF FGM Recognise how FGM can affect current and future relationships. A workshop led by 'Form The Future'</p>	<p>L1: PREGNANCY Understand the facts about pregnancy.</p> <p>L2: MISCARRIAGE Understand what a miscarriage is. Recognise the impacts a miscarriage can have on mental health, physical health and relationships.</p> <p>L3: ADOPTION The laws around adoption. Differences between adoption and fostering.</p> <p>L4: ABORTION The laws surrounding adoption in the UK and other parts of the world. Different types of abortion and when they are possible</p>	<p>L1: UNHEALTHY RELATIONSHIPS 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>L2: SEXUAL PLEASURE Physical and emotional benefits of sexual pleasure.</p> <p>L3: SEXUALLY TRANSMITTED INFECTIONS 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>L4: GENITAL HEALTH How to take good care of genitalia.</p>	<p>L1: ALCOHOL The physical and psychological consequences of alcohol dependency.</p> <p>L2: SMOKING Smoking and links to lung cancer.</p> <p>L3: VAPING Current research on the potential dangers of vaping.</p> <p>L4: PRESCRIPTION DRUGS Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>	<p>Streetwise 365 - Child on child abuse and sexual health</p> <p>Beyond Equality - Positive masculinity</p> <p>TICBOX - Consent/domestic abuse</p>

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Year 10						
	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	Basketball Football Rugby Hockey Step into Dance Club (External)	<p>Junior/Intermediate Ensembles:- these are open to performers that are working between grades 1 & 5 – students must contact the Music Department before attending</p> <p>Junior/Intermediate Ensembles: Intermediate Strings Intermediate Concert Band Junior Jazz Band Show Choir Lower School Choir</p> <p>Senior Ensembles - 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>Smaller Ensembles -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>	Shakespeare Club Poetry Club Bar Mock Trial Magistrates Mock Trial Literature Club	Politics Club	SWCHS Upper School Drama Club (External) SWCHS Musical Theatre Group (External) LAMDA Acting (External)	Agricultural Science Unit – Lunch and after school Lower School Drama Club Diversity Allies LGBTQ+ Allies Saffron Hall Projects Duke of Edinburgh Bronze Award