



# WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 10

SUMMER TERM

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**seeat**  
SOUTH EAST ESSEX ACADEMY TRUST

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## CHILDCARE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Content Area 5: Legislation, policies and procedures in the early years	Students gain an understanding of regulatory authorities, pertinent legislation, policies and procedures and the role of an Early Years Practitioner in supporting and maintaining procedures	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding of legislation, policies and procedures in the early years and the expectations of the early years practitioner. This will be graded as Pass, Merit or Distinction.
Content Area 4: Early Years Provisions	Students gain an understanding of the different types of Early Years Provision including statutory, private, independent, voluntary services.	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding of the different types of Early Years Provision. This will be graded as Pass, Merit or Distinction.

## CONSTRUCTION

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Unit 2 Practical construction skills relevant to tiling. Pupils will be undertaking a number theory and practical lessons that introduce them to tiling, the different techniques used and the tools and terms used in the building industry.	Students will complete a series of small challenges that will build up a body of knowledge relating to tiling. This includes preparation, application and finishing. Pupils will learn how they should work professionally in industry and will learn how to do costings for jobs.	Pupils will be able to produce a tiled wall. Pupils will have the correct spacing between each of the tiles and have laid them in their desired pattern attractively. The tiles will be grouted and finished to a high standard.	This work is assessed against the WJEC Unit 2 grading criteria with pupils achieving a pass, merit or a distinction for the unit as a whole. Pupils will produce a range of techniques that are used fluently and consistently in completion of all three specified tasks. All outcomes are within specification tolerances.

## DANCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Component Three – We Live and Learn	Students will work in a group in response to the brief generating and choreographing original dance ideas.	Practical and written work shows understanding and personal interpretation of different styles of dance and understanding of the brief.	Students' practical dance skills are videoed in a final performance. Students' written work is assessed through Ideas/Skills/Evaluation Logs
Component Two	Students will develop skills and techniques for performance. They will then apply the skills and techniques in rehearsal and a performance. Students will use evaluation skills to review their own development and performance.	Students will be able to accurately and confidently perform movements and demonstrate an appreciation of the different styles studied.	The quality of the students' dance performances will be assessed through the accuracy of their performance. Students' appreciation of performance will be assessed through written evaluations/logbooks each lesson.

## DESIGN TECHNOLOGY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Students will be focused on the iterative design process and be given a context sustainability in our homes, from which they will identify their own problem and investigate it to be able to produce their own design brief and specification. Students will continue to embed their skills of generating design ideas and develop them and to realise those designs. Students will learn how to become confident in producing functional prototypes, both by hand and using CAD to be able to test and evaluate to further their designs.	Students will work from an open design context which will give them room to write their own problem and create their own design brief where they will work through the entire iterative design process to develop and realise a solution that resolves their brief. They will investigate and explore problems in the real world to be able to justify a comprehensive design brief and specification that considers the users/clients needs and wants and informs subsequent design stages.	Students will be creative, imaginative and innovative with their design ideas avoiding design fixation. They will be extensively experimental and continue to investigate whilst designing and developing design ideas. Students will consistently test and evaluate their functional prototypes to realise an innovative design.	Students will be covering A01, 2 and 3 of the assessment objectives in the specification during this unit. Their portfolios will be assessed against each section of the assessment objective using the exam boards criteria for the NEA unit as they complete it; as they will be for their formal Non Examination Assessment (NEA) in year 11. The NEA unit as a whole makes up 50% of their final grade.

## DRAMA

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Component Two Performance from a Text	Students study a complete and substantial play text and prepare to perform it for a visiting examiner in Year 11.	Students produce assured and secure performances with confident and committed characterisation. They show a comprehensive and coherent understanding of their chosen text.	Students will be assessed by the teacher against the GCSE Component Two Criteria of vocal and physical skills, character and communication and artistic intentions. Students will perform in the Summer Showcase.
Theatre Makers in Practice	Students will revisit the text <i>An Inspector Calls</i> using practical activities, in order to develop written and analytical skills for Component Three - Theatre Makers in Practice. In order to demonstrate knowledge of how drama and theatre is developed and performed students will identify with and assume the roles of three theatrical people: The Actor, The Director and The Designer.	Students will complete the activities and explorations sharing their opinions, thoughts and examples of the text and how they would act, direct or design for a production. Students responses will demonstrate an assured and justified theatrical understanding of the text that uses key drama terminology and literacy skills. Students will complete notes evaluating a Live performance.	Students will be assessed on their verbal contributions to the lessons and the feedback they give to each other. Students will prepare answers to mock/practise questions and papers and use teacher and peer assessment comments to independently strengthen their knowledge.

## ENGLISH

<b>WHAT ARE WE LEARNING?</b>	<b>WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?</b>	<b>WHAT WILL EXCELLENCE LOOK LIKE?</b>	<b>HOW WILL THESE BE ASSESSED?</b>
Power and Conflict Poetry.	Students will study 15 poems from the anthology set by the AQA exam board. They will understand how poets use language, structure and form to put across their message and study the context of the poem. They will be able to compare the methods and techniques used by various poets.	When responding to the poems, students will be able to identify and explain the effect of a range of language and perceptively comment on structural and contextual elements used. They will be able to answer any question using quotations and direct reference to the text.	Summative Assessment will be through a timed practice exam question. Formative assessment will be embedded within each lesson.

## FOOD

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Food science investigation and planning and producing technical skilled dishes to a high finish to suit a brief</p>	<p>Students will gain an understanding of Vegetarian diets including ingredient origin, nutritional values and dietary considerations. They will find and select suitable dishes, justify their choice and plan a detailed order of work to assist them in creating quality attractive dishes and developing their technical skills following hygiene and safety standards in preparation for their Year 11 examination.</p> <p>Students will develop their thinking, problem solving, knowledge and understanding regarding food science and how to undertake an investigation to explore the best means of creating a desired product in response to a brief e.g. the best ingredients to use to thicken a pizza sauce. They will research, experiment and draw conclusions to inform and enhance their knowledge.</p> <p>Students will then work through revision lessons to prepare for their mock examinations to consolidate and enhance their skills, knowledge and understanding.</p>	<p>Students will produce thoughtful and detailed classwork written in books and for assignments. Students contribute to discussions and ask enquiring questions. They are assertive and enthusiastic students who ensure their practicals are well planned and executed.</p> <p>Planned dishes are created in a skilled and hygienic manner expressing creativity. Plan shows logical stepped approach, realistic timings, special points and considers safe and hygienic working. Dietary considerations will be evident when students justify the dishes they have selected to make with consideration to sensory properties.</p> <p>Food investigation work is detailed with feedback gained to develop work. Sensible ideas given for research, experiment and results explained, drawing conclusions.</p> <p>Written examination is well attempted, student has clearly prepared using their revision guide, SENECA and class notes in order to inform their responses that show clear knowledge and understanding.</p>	<p>Learners will be assessed on their technical skills, knowledge and understanding of ingredients, safe and hygienic practices to produce their dish.</p> <p>Students will then evaluate their dish.</p> <p>Mini Food preparation NEA project</p>

## GEOGRAPHY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Ecosystems of the Planet	Students will investigate a variety of ecosystems that are spread across the world. Students will identify that these ecosystems have a number of interacting components and characteristics. Students will focus on key studies on coral reefs (Andros Barrier) and tropical rainforests (Peruvian Amazon). Learners will examine both ecosystems in terms of their abiotic and biotic components, processes, cycles, their value to humans and how we can mitigate threats through sustainable management	Students will have a secure understanding of the components of ecosystems. They have knowledge of the climate, plants and animals within different ecosystems. They will identify the location of tropical rainforests and warm water coral reefs. They have a secure knowledge and understanding of the processes that operate within tropical rainforests and coral reefs including nutrient and water cycles. Students can explain the value, threats to biodiversity and attempts to mitigate threats through sustainable management within tropical rainforests and coral reefs. Students will increasingly make connections between units of study, understanding the interactions between human and physical processes and applying understanding in unfamiliar contexts.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be assessed on their skills, knowledge and understanding through a series of exam-style questions.
Fieldwork preparation	In this unit, students will have the opportunity to recap key areas in fieldwork investigation, from methodology and data collection to presentation and analysis. Students will be learning, practising and executing specific fieldwork techniques in order to be fully prepared for the fieldwork excursion.	Students will have a secure understanding of the process of a whole investigation, from hypothesis to conclusion. Students will meticulously collect data in the field as honestly as possible, create high quality data presentations using raw data, analyse the results respecting reliability and accuracy, interpret and conclude, linking back to the hypotheses. Students will advise on the future and possible follow-up investigations from the conclusions.	Students will be assessed on their on-going investigative work through formative questioning at every stage. A coursework-style approach will be used to assess students knowledge and understanding.



## GRAPHICS

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Protest Posters</p> <p>This term, students will be completing a project which aim to build on their skills to develop a project through the narrative, iterative process, using the assessment objectives. Students will be working more independently, developing their projects in a more individual way. In the first half term, the students will be developing their understanding of simple and direct communication by developing a protest poster. We will be looking at the history of protest posters in a number of historic contexts, up to modern versions and then completing critical analysis demonstrating this understanding. The students will then work through the A01-4 assessment objective structure to create their own poster in response to a cause of their own interest. Throughout the term the students will also be working on their observational skills and their understanding and experience with different media. These will be in the form of intense masterclasses, which will form part of their portfolio experience.</p>	<p>Within the structure which they are now familiar with, the students will gain an understanding of the poster within a particular context and the impact that culture plays in the use of the graphics media. Students will also gain an understanding of protest within the context of a demographic society and the impact that peaceful protest and the use of effective communication has on a society. Students will also gain an understanding that protest is not a global norm and that some societies discourage and sanction peaceful protest. Students will learn about effective posters and effective use of colour and typography to send a message. They will build on their understanding of critical analysis and how this can help them to formulate their own work and their understanding of the work of others. Students will continue to experiment with a range of materials, recording their observations of each technique as they use it.</p>	<p>Students will have a completed project at the end which has high quality analysis, with all key issues and elements addressed within the analysis. This will have depth of understanding and will utilize high quality literacy and language. Each element of the assessment objectives will be fully addressed and will key into the iterative and narrative structure of the whole. Students will also contribute to class criticisms with effective comments which assist other students to make progress. Students will experiment with different media and will utilize the appropriate media to achieve the desired effect within the genre. Students will have fully investigated different media and will have made reasoned choices.</p>	<p>This work will be presented as part of their portfolio work, which will begin to form their body of work. In addition students will present outcomes and their peers will be required to peer assess these outcomes, to develop their critical awareness. Their skills based work will be assessed against the Assessment Objectives A01-4 in the AQA Specification.</p>

## HAIR & BEAUTY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Unit UV21578- Students will continue to develop their knowledge in the hair &amp; beauty industry and prepare for their summer exam.</p> <p>Unit UV21582- Students will continue to develop their knowledge in hair and beauty science and complete their first assignment brief.</p>	<p>Students will gain an understanding for types of beauty businesses and how the beauty sector has an impact on the UK economy. Students will learn about careers within the sector and employment information. They will gain an understanding of the profession and the characteristics needed to be a successful professional. Students will continue to develop their skills in practical hair styling skills and beauty skills for professional services. Some of the practical techniques they will be covering are hair trends, plaiting, setting, blow drying and curling. The practical techniques and trends in skin care, manicure and make-up. Students will gain an understanding of the hair and skin and of hair and beauty products and services. They will know what ingredients are in the products and evaluate the positive and negative effects. Students will be able to discuss the basic skin structure and different types of skin and hair. They will be able to discuss how external factors affect the skin.</p>	<p>Students will be able to answer questions about and show practical knowledge / best practice of health and safety in the industry. They will be able to answer exam style questions confidentially. They will be able to explain and identify the different types of business ownerships, highlighting the pros and cons of them all. Students will be able to respond confidently to the assignment brief and describing and discussing all the necessary points about hair and beauty science. Students will apply their practical skills in creating a variety of hair styling techniques, beauty services and client requests. Students will develop their skills in observing others and providing constructive feedback. Students will actively partake in lessons and practice new skills on each other.</p>	<p>Students' knowledge of hair &amp; beauty in industry will be assessed in their summer exam which is worth 25% of the overall qualification. Students will be assessed on their knowledge in hair and beauty science with the completion of their portfolio of work. This assignment is worth 25% of the overall qualification. Students will be able to have practical skills assessed and signed off their practical training plan / checklist when they achieve the standard expected of a junior stylist or junior beauty therapist in industry.</p>

## HISTORY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Early Elizabethan England	Students will gain knowledge of the Elizabethan Era. They will evaluate the challenges faced by Elizabeth I. Students will research the background and character of Elizabeth I and what challenges she had to face both from abroad and at home. Students will consider the difficulties of being a female ruler and evaluate by using sources what life was like for people living in Elizabethan England. Students will also discuss the causes of the increased global exploration under Elizabeth I and explore how the relationship with Spain deteriorated during this period. Students will further develop their historical skills such as causation, change and continuity, consequence, similarity and difference.	Students can explain the challenges Elizabeth faced from abroad. Students can explain what problems the different religious groups caused to Elizabeth. Students can explain the impact of the religious settlement and how difficult the settlement was to enforce. Students can explain why Mary, Queen of Scots was a problem and how threatening the Catholic plots were against Elizabeth. Students are aware of how developments in the New World contributed to the breakdown of relations with Spain, how Elizabeth's actions provoked a war with Spain and can explain why the Spanish Armada was defeated in 1588. Students can form a developed judgement of the factors influencing key events and turning points.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be assessed through exam style questions. Students will be assessed on their knowledge and understanding of the characteristics of the period. They will need to describe features of the period, explain reasons why particular events happened and also need to make a judgement on how far they agree and think about both sides of an argument.
The American West	In this unit students will have the opportunity to study the life of the Plains Indians and how they live on the Great Plains. Students will study a variety of different groups of who moved West and reasons why/how they survived. Students will also examine the fate of the Native Americans.	Students will have a secure understanding of the narrative of events. Students will need to explain how events led to an outcome and make links between events. Students will form a developed judgement of the factors influencing key events and turning points. Students can analyse events to find connections that explain the way in which events unfolded.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be assessed through exam style questions.

## MATHEMATICS: FOUNDATION

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Foundation</p> <p>We are learning to calculate perimeter, area, convert units, volumes and surface areas. We are also learning about linear graphs and the equation of a straight line. We will also learn to transform a shape correctly on coordinate axes.</p>	<p>Students will learn to calculate perimeter &amp; area of rectangles, parallelograms, triangles &amp; trapezia. Students will learn to convert units of area, calculate the area of compound shapes, volume and surface area of cuboids &amp; prisms, converting units of volume. Students will learn to find the midpoint of a line, plot lines parallel to the axis, plot linear graphs, calculate gradient and the y-intercept and use it to find the equation of a line in the form <math>y=mx+c</math>. Students will also learn to draw and interpret real life graphs and distance-time graphs. Students will learn to translate a shape using a column vector, reflection, rotation and enlargement on a coordinate grid. They will learn to describe transformations and combine transformations.</p>	<p>Students will solve problems in context that require them to calculate perimeters, areas, volumes and surface areas of shapes. They will convert correctly between units of length, area and volume. Students will graphs of linear functions modelling real life scenarios, interpreting the gradient and y-intercept in context. They will be able to express the equation of the line in the form <math>y=mx+c</math>. Students will be able to interpret distance time graphs with different scales on the axes with accuracy. Students will be able to transform shapes correctly on a set of axes with all four quadrants. They will be able to describe transformations fully. They will combine transformations and then describe as a single transformation.</p>	<p>These units will be assessed using formative assessment whilst being delivered. Past GCSE exam questions will be used within lessons and with the weekly homeworks. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress.</p>

## MATHEMATICS: HIGHER

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>We are learning to solve quadratic equations, simultaneous equations and inequalities. We are learning about probability and how it is represented with diagrams and tables. We will then calculate using the rules of probability to solve problems. We are learning how to solve problems by applying multiplicative reasoning techniques. We are learning to recognise congruence and similarity and to apply our knowledge to solve problems.</p>	<p>Students will learn to solve quadratic equations, use the quadratic formula and complete the square. Students will learn to solve simultaneous equations using algebraic methods. They will learn to solve linear inequalities and show solutions using set notation. Students will learn to calculate the probability of combined events, mutually exclusive events, experimental probability and independent events. Students will learn to use frequency trees and tree diagrams to calculate probabilities. They will learn to use Venn diagrams and set notation to represent probability. Students will learn how to calculate repeated percentage change for growth and decay. They will learn to convert metric speed measures and calculate with speed and acceleration. They will learn to solve problems with compound measures and solve problems with direct and indirect proportion. Students will learn the different conditions of congruence and proof and solve congruence problems. They will calculate the scale factors in similar shapes and calculate scale factors for areas and volumes.</p>	<p>Students will be able to select the correct method to use when solving quadratic equations. They will be able to apply this to questions in different contexts to find valid solutions. They will solve simultaneous equations where both are linear or there is one linear and one quadratic equation. They will solve inequalities and be able to show the solutions both on a number line or using set notation. Students will be able to solve a variety of complex probability problems including independent and dependent events. They will be able to use Venn diagrams and apply set notation to solving real life probability problems. Students will solve problems in context that involve repeated percentage change. They will be able to convert between different compound units and solve real life problems using various compound calculations including speed, density, pressure and rates of flow. They will recognise when to use different techniques to solve complex problems with direct and indirect proportion. Students will recognise the different conditions of congruence and proof and apply them to solve congruence problems. They will identify real life problems with similarity and calculate scale factors and solve problems with linear measures, areas and volumes.</p>	<p>These units will be assessed using formative assessment whilst being delivered. Past GCSE exam questions will be used within lessons and with the weekly homeworks. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress.</p>

## MUSIC

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
GCSE Music Areas of Study Revision	Students will be able to demonstrate their knowledge of the key features of music from the areas of studies.	Students participating fully in both open questioning and exam practise showing maturity and growth mindset when undertaking exam questions.	Students will be assessed through teacher led question and answer and peer and self assessment of exam questions.

## PHOTOGRAPHY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Pupils will learn what Double exposure photography is and how to create it.	Pupils will build on previous contextual studies by adding the work of photographers who produce double exposure photography.	Excellence will be evident in a well-planned double exposure image that has been both taken well and put together in Photo Serif with confidence.	Pupils work will be assessed against the four learning objectives.
Pupils will learn what Levitation photography is and how to create it.	Pupils will build on previous contextual studies by adding the work of photographers who produce Levitation photography.	Excellence will be evident in a well-planned Levitation image that has been both taken well and put together in Photo Serif with confidence.	Pupils work will be assessed against the four learning objectives.

## PHYSICAL EDUCATION: PERFORMANCE JOURNEY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Performance Journey: Netball	<p>I will learn through competitive play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Through game play I will continue to develop my understanding of the rules and regulations such as, offsides, free shots, obstructions, as well as develop my skills under pressure such as accurate passing, creating space and defending.</p>	Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts	Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)
Performance Journey: Football	<p>I will learn through competitive play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Through game play I will continue to develop my understanding of the rules and regulations such as fouls, offsides, penalties, as well as develop my skills under pressure such as accurate passing, creating space and jockeying.</p>	Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts.	Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)
Performance Journey: Handball	<p>I will learn through competitive play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Through game play I will continue to develop my understanding of the rules and regulations such as, offsides, fouls, sinbin, as well as develop my skills under pressure such as accurate passing, creating space and defending.</p>	Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts	Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)
Performance journey: Volleyball	<p>I will learn through competitive play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Through game play I will continue to develop my understanding of the rules and regulations such as outs, fail serve, hits per team, as well as develop my skills under pressure such as accurate setting, creating space and serving.</p>	Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts	Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)

## PHYSICAL EDUCATION: RECREATION

<p>Recreation: Dodgeball</p>	<p>I will learn through recreational play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>My activities will be conditioned to help engaged me and use a variety of skills. I will better my team building skills, throwing and catching and general coordination.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing recreationally whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Recreation: Striking and Fielding</p>	<p>I will learn through recreational play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>My activities will be conditioned to help engage me and use a variety of skills. I will better my team building skills, throwing and catching and general coordination.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing recreationally whilst making connections to the key 4 concepts</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Recreation:Tennis</p>	<p>I will learn through recreational play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>My activities will be conditioned to help engage me and use a variety of skills. I will better my team building skills, batting, moving and general coordination.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing recreationally whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Recreation: Alternative games</p>	<p>I will learn through recreational play utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>My activities will be conditioned to help engage me and use a variety of skills. I will better my team building skills, throwing and catching, batting general coordination.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing recreationally whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>



## PHYSICAL EDUCATION: HEALTH & FITNESS

<p>Health &amp; Fitness: Fitness suite</p>	<p>I will learn through health and fitness activities utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Use of components of fitness will be used to set targets, for example building up strength or cardiovascular endurance.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Health &amp; Fitness: Yoga/Boxercise</p>	<p>I will learn through health and fitness activities utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy. Use of components of fitness will be used to set targets, for example building up strength or cardiovascular endurance through boxercise training.</p> <p>Yoga is a fitness class that is lead by an outside yoga instructor; they provide an environment for students to develop their health and fitness through a calming environment with slow moves to better flexibility and strength</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Health &amp; Fitness: Outdoor fitness</p>	<p>I will learn through health and fitness activities utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy.</p> <p>Use of components of fitness will be used to set targets, for example building up strength or cardiovascular endurance.</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concepts.</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>
<p>Health &amp; Fitness: Yoga/athletic fitness</p>	<p>I will learn through health and fitness activities utilising all concepts I developed in KS3 to continue to build a positive relationship with physical literacy. Use of components of fitness will be used to set targets, for example building up strength or power.</p> <p>Yoga is a fitness class that is lead by an outside yoga instructor; they provide an environment for students to develop their health and fitness through a calming environment with slow moves to better flexibility and strength</p>	<p>Participating in the lesson to the best of my ability, learning about rules and regulations, developing my skill set in sports, playing competitively whilst making connections to the key 4 concept</p>	<p>Assessment in KS4 is based on effort, participation in lesson, punctuality, attendance and organisation skills (bringing correct PE kit)</p>

## RSHE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Careers Preparing for Work Experience	Students will use Unifrog to complete personality profiles to identify their strengths and weaknesses alongside familiarising themselves with interview technique, creating CVs and cover letters.	Students will successfully research appropriate opportunities and put this into practice when applying for and securing an appropriate work experience placement.	Students can articulate their strengths and weaknesses and reflect on what they have learnt following the work experience placement.
Independence	Students will consolidate their knowledge of First Aid in relation to CPR, AED;s wounds and choking. Students will consider their views on cosmetic and plastic surgery and learn about making healthy choices regarding vaccines and organ donation.	Students will show confidence when dealing with emergency situations. Students will offer well justified and reasoned responses for their choices.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

## RELIGIOUS STUDIES

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Issues of Human Rights	Students will learn about human rights and the law, including international law and freedom of religious expression. Censorship and the Freedom of the Press and Issues of wealth and poverty.	Students that understand their own human rights and how they are protected by Law. Students that different interpretations of sources of authority can lead to different outcomes. Students that form opinions based on evidence and understanding of different views.	Students will be monitored throughout KS4 by questioning, a range of homework tasks and short quizzes.

## SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Biology</p> <p>Respiration, Homeostasis and the nervous system</p>	<p>Students will explore the process of respiration, including the differences between aerobic and anaerobic respiration. Students will then learn how the process of homeostasis and the nervous system help to control some bodily functions. We will develop our experimental skills and strategies, how we analyse and evaluate and our algebraic skills.</p>	<p>Excellent work will use the correct terminology in a range of contexts, will make explicit the links between biological structures and their functions and describe biological processes in detail.</p>	<p>Assessment will be through multiple choice questions, knowledge retrieval and a summative test</p>
<p>Chemistry</p> <p>Amounts of substances, Chemistry of the atmosphere</p>	<p>Students will learn how to use the periodic table in chemical calculations, and how our understanding of chemistry will help to solve the problems with the Earth's atmosphere. We will develop our use of mathematical nomenclature, our arithmetic and numeric computation and our algebraic skills.</p>	<p>Excellent work will make links between the periodic table and chemical calculations, completing all calculations in the best format. Links will also be made between the greenhouse effect and global warming.</p>	<p>Assessment will be through multiple choice questions, knowledge retrieval and a summative test</p>
<p>Physics</p> <p>Forces and their interactions</p>	<p>Students will further develop how they describe interacting forces and analyse these interactions mathematically. We will develop our experimental skills, our arithmetic and numeric computation and our skills about geometry and trigonometry.</p>	<p>Excellent work will use the correct terminology in a range of contexts and will make explicit the links between forces and their effects</p>	<p>Assessment will be through multiple choice questions, knowledge retrieval and a summative test.</p>

## SOCIOLOGY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Education	Students explore the different views of the role and functions of education. Students will gain knowledge of the factors that affect educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy. They will explore the work of Halsey and Ball on class-based inequalities and teacher expectations. Students will be able to describe, compare and contrast a variety of sociological perspectives on these issues (Interactionist, Functionalist, Feminist and Marxist).	Students can explain the functions of education and describe a variety of different types of schools. Students can compare and contrast a variety of sociological perspectives on education. They can explain various factors affecting educational achievement including class, gender and ethnicity. They can explain various processes within schools affecting educational achievement such as setting, labelling and self-fulfilling prophecy.	Formative assessment: Teacher uses strategies during discussion and tasks to assess pupils understanding of the subject. Students will complete an end of unit assessment. They will be assessed on their knowledge and understanding of the topic and how they can analyse and evaluate sociological theories, concepts in order to construct arguments and make judgements.

## SPANISH

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Students are revising modules 1- 4 and consolidating their knowledge across the first four modules	Students will be developing fluency and confidence in producing work independently in both speaking and writing. They will be able to develop skills for reading by identifying cognates and time markers.	Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation.	Mock GCSE examinations
We are looking at exam techniques across the four papers with a particular emphasis on speaking papers.	We are learning to identify the types of questions asked in the speaking exam in particular and how best to prepare for this examination. We will also revise exam techniques across the four skills.	Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be able sustain a conversation in line with exam specifications.	Students will have a spoken exam.

## SPORTS SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Ending Paper 1 content and starting Part 1 of coursework. Students will also be starting of Paper 2 content</p>	<p>Using knowledge gains from Paper 1 students will start their coursework; this involves analysing themselves in a sport of their choice. two weaknesses and 2 strengths are justified and an evaluation plan is created to better their weaknesses.</p> <p>Paper 2 content will be started which will look at cultures, health and wellbeing and influences in sport.</p> <p>GCSE AQA specification will be followed: <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance</a></p>	<p>Students will be able to take content 1 and use it to write about themselves in a chosen sport, students will be able to justify their reasons and link content to the sport of their choice.</p> <p>Students will be recalling paper 1 and make links where possible to coursework and paper 2</p>	<p>Coursework will be marked using the AQA assessment grid and paper 2 content will be assessed through teacher Q and A, module exams and contributions to discussions</p>
<p>Athletics</p>	<p>Students will use the skills that have been taught in KS3 and perform them in advance drills, getting them prepared for GCSE moderation in Year 11. Opportunities to lead warm ups, specific activities, score and umpire will be available every lesson. Specifications from the AQA GCSE PE board will be used and often referred back to.</p> <p>Key skills:</p> <p>Track: Starts/finishes, Arm action – effectiveness and consistency, Leg action to create appropriate pace – consistency and/or change of pace</p> <p>Jumps: Run-up/speed, Take-off, Flight and landing</p> <p>Throws: Grip, stance and preparation to throw, Movement into throwing action, Release, follow-through and recovery</p> <p>AQA   Non-exam assessment (NEA): Practical performance in physical activity and sport   Activities criteria   Athletics</p>	<p>All students engaged in taking on roles and responsibilities within the lesson; scoring, referring or coaching for example. Students will also be performing the skills learned in KS3 in a more challenging environment. Effort and participation is fundamental</p>	<p>Active engagement, effort and discussions will take place between peers and teachers to highlight understanding of the importance of an active healthy lifestyle.</p> <p>Understanding of performance and implementing feedback will be vital to get the best grade.</p>

<p>Football</p>	<p>Students will use the skills that have been taught in KS3 and perform them in in advance drills, getting them prepared for GCSE moderation in Year 11. Opportunities to lead warm ups, specific activities, score and umpire will be available every lesson.</p> <p>Specification from AQA GCSE PE board will be used and often referred back to.</p> <p>Key skills: Passing/receiving – either foot, Dribbling/moving with the ball – either foot, Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers, Heading, Tackling, jockeying, closing down and marking.</p> <p>AQA GCSE Football Specification</p>	<p>All students engaged in taking on roles and responsibilities within the lesson; scoring, referring or coaching for example. Students will also be performing the skills learned in KS3 in a more challenging environment. Effort and participation is fundamental</p>	<p>Active engagement, effort and discussions will take place between peers and teachers to highlight understanding of the importance of an active healthy lifestyle.</p> <p>Understanding of performance and implementing feedback will be vital to get the best grade.</p>
<p>Netball</p>	<p>Students will use the skills that have been taught in KS3 and perform them in advance drills, getting them prepared for GCSE moderation in Year 11. Opportunities to lead warm ups, specific activities, score and umpire will be available every lesson.</p> <p>Specifications from the AQA GCSE PE board will be used and often referred back to.</p> <p>Key skills: Passing and receiving (chest pass, shoulder pass, one/two handed passing), Dodging – single/double/sprint, Marking a player, Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players), Footwork and movement – landing on one/two feet, pivoting.</p> <p>AQA   Non-exam assessment (NEA): Practical performance in physical activity and sport   Activities criteria   Netball</p>	<p>All students engaged in taking on roles and responsibilities within the lesson; scoring, referring or coaching for example. Students will also be performing the skills learned in KS3 in a more challenging environment. Effort and participation is fundamental</p>	<p>Active engagement, effort and discussions will take place between peers and teachers to highlight understanding of the importance of an active healthy lifestyle.</p> <p>Understanding of performance and implementing feedback will be vital to get the best grade</p>

## TUTOR

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Healthy Relationships and Sexual Health	<p>Students will understand and have an age-appropriate awareness of healthy relationships and sexual health.</p> <p>Students will learn to recognise unhealthy characteristics within different relationships and the impact of this may have on them.</p> <p>They will learn about the relevant support agencies and how to access support regarding sexual health and relationships.</p>	<p>Students will be confident and mature when discussing sexual health.</p> <p>They will articulate their thoughts with confidence, using high level terminology.</p>	<p>Students will be assessed on their understanding of healthy relationships and sexual health. They will be expected to answer questions and contribute to class discussion as part of their assessment.</p>
Preparation for work experience	<p>Students will learn to be creative about work experience options, seeking their own options and preparing to attend for their placements.</p> <p>They will demonstrate curiosity in researching and develop the skills required to seek their own placements.</p>	<p>Students will articulate a clear vision and plan for their placement. They will show high levels of independence in researching their placements.</p>	<p>Student understanding will be assessed by completion of work experience preparation tasks.</p>



**THE DEANES SCHOOL PROMISE #1**




**WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY**

hi!  
COOL BYE  
hello  
thank you!




**i**matter AS AN INDIVIDUAL AT THE DEANES

**THE DEANES SCHOOL PROMISE #2**




**WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS**




**i**matter AS A LEARNER AT THE DEANES

**THE DEANES SCHOOL PROMISE #3**




**OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS**




**i**matter AS A STUDENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #4**




**EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE**




**i**matter AS A FUTURE CITIZEN AT THE DEANES

**THE DEANES SCHOOL PROMISE #5**




**PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD**




**i**matter AS A PARENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #6**



**ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS**



**i**matter AS AN EMPLOYEE AT THE DEANES