| In Year 10 students start studying their GCSE courses. Students study English Language and Literature, Maths, Combined or Triple Science, Statistics (students in sets 1 - 4 Maths) and Citizenship. Students then choose three option subjects. Students are in sets for English, Maths, Science and Statistics, and mixed ability groupings for all other subjects. Personal Development (PSHE, RSE and Careers Education) is taught in tutor time twice a week, and on Search Days. Students in year 10 strat to look at their Post 16 options during Search days and tutor tim. Teachers teach using a common approach we call ‘[*How we Teach at Heartlands*](https://cdn.realsmart.co.uk/a4f2eec442dc510be34096846956cbfc/uploads/2022/08/26101058/How-We-Teach-at-Heartlands-Booklet-Digital.pdf)*’*. Every lesson begins with a ‘DO NOW’ which tests prior learning. We expect 100% of students to follow our routines so they can be successful. Our classroom habits include ‘paired talk’ and ‘cold call’ which teachers use to check attention as well as understanding. Students are expected to have ‘strong discussions’ where they give opinions back by evidence and listen to others. Teachers model answers before students then do independent practice. Students get live feedback in class and do two formal assessments a year. At Key Stage 4 we particularly emphasise the importance of exam practice so they are confident in answering different types of exam questions. We also guide students on how to revise effectively so they are organised and prepared for their final exams.  |
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|  | **Half term 1** | **Half Term 2** | **Half Term 3** | **Half term 4** | **Half term 5** | **Half Term 6** |
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| **English**  | Literature Paper 2: An inspector calls | Literature Paper 2: An Inspector Calls (2 weeks) Language Paper 2 Reading Section - Big Questions Q1-4 | Literature Paper 2: Power and Conflict Poetry (7 of the cluster of 15)-War Photographer- The Emigree- Poppies- Bayonet Charge- Kamikaze- The Prelude- Storm on the Island | Literature Paper 2: Power and Conflict Poetry (5 of the cluster of 15) (2 weeks)Language Paper 2: Writing Section - genre* Exposure
* Ozymandias
* My Last Duchess
* London
* Remains
 | Literature Paper 1: Macbeth | Literature Paper 1: MacbethLanguage Paper 1 Writing Section (2 weeks) |
| **Maths**  | **Foundation**Module 1 - Number PropertiesModule [2 –](http://higher/Module%202%20-Coordinates.docx) Sequences[Module 3](http://higher/Module%205%20-Angles%20and%20Shape.docx) - Perimeter and Area **Higher**Module 1 - Number PropertiesModule [2 –](http://higher/Module%202%20-Coordinates.docx) Area and Volume[Module 3](http://higher/Module%205%20-Angles%20and%20Shape.docx) - Linear Graphs  | **Foundation**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Fractions, Decimals and Percentages[Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Angles[Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Graphs and Conversions**Higher**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations and Column Vectors [Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Index Laws and Surds [Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratics  | **Foundation**[Module 7 –](http://higher/Module%206%20-Collecting%20Data.docx) Straight Line Graphs [Module 8 –](http://higher/Module%206%20-Collecting%20Data.docx) ConstructionsRatio revision**Higher**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations and Column Vectors [Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Index Laws and Surds [Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratics  | **Foundation**[Module 9 –](http://higher/Module%206%20-Collecting%20Data.docx) Algebraic Expressions[Module 10 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratic Graphs[Module 11 –](http://higher/Module%206%20-Collecting%20Data.docx) Pythagoras Theorem**Higher**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations and Column Vectors [Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Index Laws and Surds [Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratics  | **Foundation**[Module 12 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations[Module 13 –](http://higher/Module%206%20-Collecting%20Data.docx) Equations**Higher**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations and Column Vectors [Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Index Laws and Surds [Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratics  | **Foundation**[Module 14 –](http://higher/Module%206%20-Collecting%20Data.docx) Congruence and Similarity[Module 15 –](http://higher/Module%206%20-Collecting%20Data.docx) Errors and Intervals[Module 16 –](http://higher/Module%206%20-Collecting%20Data.docx) Compound Measures**Higher**[Module 4 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations and Column Vectors [Module 5 –](http://higher/Module%209%20-Types%20of%20number.docx) Index Laws and Surds [Module 6 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratics  |
| **Science**  | B2 Supplying the CellC3 Chemical reactions | B4 EcosystemsB6.1 Monitoring and maintaining the environmentP4 Waves | P4 RadioactivityC4 Predicting and identifying reactions and products | B5 inheritance and selectionC5 Monitoring and controlling chemical reactions | P3 ElectricityP6.3 Powering Earth | B1-3, C1-3, P1-2 RevisionAFA FIT |
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| **Citizenship**  | Paper 2: Life in Modern BritainUkraine unit - International organisations* The UN
* International Relations
* War/Conflict

Theme 1: Identity and culture | Paper 2: Life in Modern BritainUkraine Unit - International organisations* Human Rights
* The Role of NGOs

Theme 1: Identity and culture | Paper 2: Rights and ResponsibilitiesCriminal Justice System* Police
* Criminal Courts
 | Paper 2: Rights and ResponsibilitiesCriminal Justice System* Crime
* Sentencing
* Young offenders
 | Paper 2: Rights and ResponsibilitiesRights and duties* Rights in UK
* Civil Law
* Trade Unions
* Legal duties

Theme 2: Local, national, international and global areas of interest | Paper 1: Active citizenship* Research
* Action
* Evaluation

Theme 2: Local, national, international and global areas of interest |
|
| **Statistics**  | Statistical Enquiry CycleRandom samplingStratified samplingNon-random sampling methods INon-random sampling methods II | Pie Chart IIHistograms (equal width / simple unequal)Mean from frequency tableMedian from frequency tableLinear interpolation | Quartiles from data setsBox plots & IQRCumulative Frequency graphsPercentiles & decilesH Outliers - calculation 1.5xIQRComparing data setsSkew | Interpreting gradient & y-interceptInterpolation vs extrapolationInterpreting Spearman's RankCalculating Spearman's | Seasonal time series graphsMoving averagesSeasonal variation & predictionsPopulation rates of changePopulation pyramidsStandardised rate of changeIndex numbersGDP, RPI, CPIWeighted index numberChain base index numbers | Listing outcomesFrequency treesRelative riskAND/OR rulesTree diagrams (independent)Tree diagrams (independent)Tree diagrams (conditional) |
| **Core PE** | * Rugby.
* badminton
* netball.
* Preparation for sport - Leading grouped or class warm ups.
 | * Rugby (team game).
* volleyball (net and wall game).
* basketball (team game).
* dance (team and individual pursuit)
* Muscles used and identification of muscles linked with sport.
* Decision making with and without the ball.
* Advanced strategies to overcome opponents.
 | * basketball (team game).
* football (team game).
* Advanced skills and linking moves together for different routines.
* trampolining.
* Excelling in performance across different methods of training.
* Applying themselves through setbacks.
 | * [HEALTH & FITNESS](https://docs.google.com/document/d/1qzkHi5Ya5UxcLWEtoEZ2RHwSruKkVp8F/edit)
* [TRAMPOLINING](https://docs.google.com/document/d/1HcwVWsKug0jVJ9EeNOs6d01DlOCjVagZ/edit)
* [TABLE TENNIS](https://docs.google.com/document/d/1zimGJX0FyXZr7LlXZelVpLy6ZTqH0NBc/edit)
* [FOOTBALL](https://docs.google.com/document/d/1y_A-Mtu3wsXdeR3eT1oRUBBmVNIRVmMj/edit)
 | * [ATHLETICS ENDURANCE](https://docs.google.com/document/d/1t5Ea9kVdsYSnO3WLn9sNDBj537pzAb-K/edit)
* [ATHLETICS SPRINTS](https://docs.google.com/document/d/1jeUiNzZi3E9C1F4RKgMZS4c9VcTIMp-H/edit)
* [ATHLETICS THROWS](https://docs.google.com/document/d/1KlXWVP14P7UqWAlkd1CzepffK1U8dqyO/edit?rtpof=true)
* [ATHLETICS JUMPS](https://docs.google.com/document/d/1RN9CGJSa9U4AfkgIiSS88QbCAnIT6OjB/edit)
* [S&F](https://docs.google.com/document/d/19UvxiRUICLnXo8OtzmtqOKyKd1l3FdKJ/edit)
* [CRICKET](https://docs.google.com/document/d/1lLdC5j7Z9kxwm5Ou98i_Zvk34E0SKE0x/edit)
 | * [ATHLETICS ENDURANCE](https://docs.google.com/document/d/1t5Ea9kVdsYSnO3WLn9sNDBj537pzAb-K/edit)
* [ATHLETICS SPRINTS](https://docs.google.com/document/d/1jeUiNzZi3E9C1F4RKgMZS4c9VcTIMp-H/edit)
* [ATHLETICS THROWS](https://docs.google.com/document/d/1KlXWVP14P7UqWAlkd1CzepffK1U8dqyO/edit?rtpof=true)
* [ATHLETICS JUMPS](https://docs.google.com/document/d/1RN9CGJSa9U4AfkgIiSS88QbCAnIT6OjB/edit)
* [S&F](https://docs.google.com/document/d/19UvxiRUICLnXo8OtzmtqOKyKd1l3FdKJ/edit)
* [CRICKET](https://docs.google.com/document/d/1lLdC5j7Z9kxwm5Ou98i_Zvk34E0SKE0x/edit)
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| **Option Subjects**  |
| **History**  | Paper 2: Early Elizabethan EnglandKT1: Queen, Government and Religion KT2: Challenges to Elizabeth at home and abroad, 1569-88  | Paper 2: Early Elizabethan England KT2: Challenges to Elizabeth at home and abroad, 1569-88 KT3: Elizabethan society in the Age of exploration, 1558-88  | KT1: The Origins of the Cold War, 1941-58 Revision for AFA 1  | KT2: Cold War crisis 1958-70* Berlin
* Cuba
* Czechoslovakia ( 6 lessons)

KT3: The end of the Cold War  | Part B: 10 lessons Part A: 5 lessons Notting Hill  | AFA 2 RevisionPaper 3: WNG KT1 |
| **Geography**  | Paper 2 - Urban Issues and Challenges (Overview and Rio) | Paper 2 (London and Sustainable urban living) | Paper 1 - Physical Landscapes in the UK (Overview and Coasts) | Paper 1 - Physical Landscapes in the UK (Rivers) | Paper 1 - Natural Hazards (Overview: Tectonic hazards, weather hazards, extreme weather and climate change) | Paper 2 - Resource Management (Overview and water focus)  |
| **Computing**  | 3 lessons of theory a fortnight teaching Algorithms and Algorithmic thinking (Unit 1)2 lessons of practical a fortnight teaching the fundamentals of programming on the computer (Unit 2) | 3 lessons of theory a fortnight teaching Data Representation (Unit 4)2 lessons of practical a fortnight teaching the fundamentals of programming on the computer (Unit 2) | 3 lessons of theory a fortnight teaching Data Representation (Unit 4)2 lessons of practical a fortnight conducting a practice Python programming project on the computer (Unit 2) | 3 lessons of theory a fortnight teaching Computer Systems, looking at hardware and software (Unit 5)2 lessons of practical a fortnight teaching the advanced elements of Python programming on the computer (Unit 3) | 3 lessons of theory a fortnight teaching Computer Systems, looking at hardware and software (Unit 5)2 lessons of practical a fortnight teaching the advanced elements of Python programming on the computer (Unit 3) | 3 lessons of theory a fortnight teaching Networks, the infrastructure, protocols and security (Unit 6)2 lessons of practical a fortnight teaching the advanced elements of Python programming on the computer (Unit 3) |
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| **Spanish**  | Theme 2: Local, national, international and global areas of interest | Theme 3:My Studies, School Life, Further Study, | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 2: Local, national, international and global areas of interest | Theme 1: Identity and cultureDe costumbre |
| **French**  | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 2: Local, national, international and global areas of interest | Theme 2: Local, national, international and global areas of interest | ***Theme 3:******Current and future study and employment*** |
| **Art**  | Unit 1: Mini project on recording(AO3, AO2, AO1)- Recording: Line, Tone, Texture, Contrast) | Unit 2: Watercolour(AO2, AO1, AO3) | Unit 4: Printmaking: (AO2, AO1, AO3) | Unit 3: Acrylic(AO2, AO3, AO1) | Y10 Thematic response project (Personal Portfolio project)It’s recommended that work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio |
| Music  | Aos3 Film music - melody, texture, harmony & tonality, tempo, dynamicsLonger answer questionsPeri lessons - class concertComposition workshops | Aos1 Musical Forms & devicesAos2 Music for ensemble (chamber music)* notation/dictation skills

Peri lessons - class concertComposition workshops | BadinerieStart composition 1Performing | AoS2 - jazz & musical theatreComposition 1 developmentPerforming | Africa / AoS4 popular musicDraft comp 1 completed by half term | Africa / AoS4 popular musicComp 1 finished by end of termComposition log2 minute recording  |
|
| **Drama**  | **Autumn 1 - Component 1**Students start their KS4 assessment process with component 1. Students select a stimulus, their target audience and message, and which style they want to devise and perform in. | **Autumn 2 - Component 1 Cont.** Students continue to devise their original performances. Students also complete the first section of their devising portfolio which focuses on the response to the stimulus and early stages of the devising process. | **Spring 1 - Component 1 Cont.** Students continue to devise and rehearse their original performances. Students also complete the second section of their devising portfolio which focuses on their chosen style and the stylistic techniques they are using to effectively and successfully showcase the style. | **Spring 2 - Component 1 Cont.** Students complete the third section of their devising portfolio which focuses on how ideas have been developed during the process, Students continue to rehearse and refine their finished original performances and perform in their assessment performance. Students also complete the performance evaluation exam where they evaluate their performances and the overall devising process. | **Summer 1 - Component 3**Students start to practically explore the set text for the component 3 written exam to understand the cultural, contextual and historical elements of the play, the characters and intentions. Students start to explore exam skills and how to articulate via writing and responding to exam style questions as an actor and director.  | **Summer 2 - Component 3****Cont.** Students continue to explore and respond to exam style questions from the perspective of the actor and director, but also explore selected design elements (dependent on AFA 3 exam). Students also watch live theatre and learn how to evaluate and analyse live performance. (Time permitting) |
| Product Design | Designing and making principles  | Designing and making principles  | Core technical principles  | Specialist technical principles  | NEA - Research and Design Brief (section A)  | NEA - Design Ideas  |
| Food and nutrition  | Food Provenance: | Food Choice: | Food Contamination and Spoilage: | Cuisines: | Nutritional needs for Different Groups: | NEA2 Practice: |