| 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: Macbeth  Language Paper 1 Writing Section (2 weeks) |
| **Maths** | **Foundation**  Module 1 - Number Properties  Module [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 Properties  Module [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) Constructions  Ratio 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 Cell  C3 Chemical reactions | B4 Ecosystems  B6.1 Monitoring and maintaining the environment  P4 Waves | P4 Radioactivity  C4 Predicting and identifying reactions and products | B5 inheritance and selection  C5 Monitoring and controlling chemical reactions | P3 Electricity  P6.3 Powering Earth | B1-3, C1-3, P1-2 Revision  AFA FIT |
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| **Citizenship** | Paper 2: Life in Modern Britain  Ukraine unit - International organisations   * The UN * International Relations * War/Conflict   Theme 1: Identity and culture | Paper 2: Life in Modern Britain  Ukraine Unit - International organisations   * Human Rights * The Role of NGOs   Theme 1: Identity and culture | Paper 2: Rights and Responsibilities  Criminal Justice System   * Police * Criminal Courts | Paper 2: Rights and Responsibilities  Criminal Justice System   * Crime * Sentencing * Young offenders | Paper 2: Rights and Responsibilities  Rights 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 |
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| **Statistics** | Statistical Enquiry Cycle  Random sampling  Stratified sampling  Non-random sampling methods I  Non-random sampling methods II | Pie Chart II  Histograms (equal width / simple unequal)  Mean from frequency table  Median from frequency table  Linear interpolation | Quartiles from data sets  Box plots & IQR  Cumulative Frequency graphs  Percentiles & deciles  H Outliers - calculation 1.5xIQR  Comparing data sets  Skew | Interpreting gradient & y-intercept  Interpolation vs extrapolation  Interpreting Spearman's Rank  Calculating Spearman's | Seasonal time series graphs  Moving averages  Seasonal variation & predictions  Population rates of change  Population pyramids  Standardised rate of change  Index numbers  GDP, RPI, CPI  Weighted index number  Chain base index numbers | Listing outcomes  Frequency trees  Relative risk  AND/OR rules  Tree 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) |
| **Option Subjects** | | | | | | |
| **History** | Paper 2: Early Elizabethan England  KT1: 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 Revision  Paper 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 culture  De 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, dynamics  Longer answer questions  Peri lessons - class concert  Composition workshops | Aos1 Musical Forms & devices  Aos2 Music for ensemble (chamber music)   * notation/dictation skills   Peri lessons - class concert  Composition workshops | Badinerie  Start composition 1  Performing | AoS2 - jazz & musical theatre  Composition 1 development  Performing | Africa / AoS4 popular music  Draft comp 1 completed by half term | Africa / AoS4 popular music  Comp 1 finished by end of term  Composition log  2 minute recording |
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| **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: |