The Rural Enterprise Academy: educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where everybody can be successful and fulfil their potential.
Work Hard; Be Kind!

"Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding." William Arthur Ward

The Rural Enterprise Academy Year 10
Curriculum Overview

Topic Tracker

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Weeks 1-10: Language Papers		Weeks 11-20: *Dr Jekyll & Mr Hyde*	Weeks 21-30: Poetry Anthology		Weeks 31-40:*Animal Farm*
Maths	Percentages Surface Area and Volume Simultaneous Equations	Formulae Trigonometry Constructions	Linear graphs Real-life graphs Set notation Tree diagrams	Compound measures Ratio Graphs	Sequences Handling data Proportion Transformations Rounding	Indices Recurring decimals (Higher only) Brackets Handling data and statistical diagrams
Science	Cells, Periodic table and Energy	Organisation, Structure and Bonding and Electricity	Infection and response Quantitative Chemistry	Particle Model of Matter Bioenergetics	Atomic Structure Chemical Changes	Energy Changes & Ecology
Geography	Natural Hazards- Paper One Case Study	Natural Hazards- Paper One Case Study	Changing Economic World – Development Gap, – Paper	Changing Economic World – Development GAP Paper Two	Living World –	The Challenge of resource Management - Water

BTEC Tech Award in Enterprise	Component 2: Planning for and Running an Enterprise	Component 2: Planning for and Running an Enterprise	Component 2: Planning for and Running an Enterprise	Component 1: Exploring Enterprises	Component 1: Exploring Enterprises	Component 1: Exploring Enterprises
Physical Education	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Badminton Cross Country Dance	Striking & Fielding Rounders & Softball	Athletics
BTEC Tech Award in Sport	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance
OCR National in Creative iMedia	(R093) Creative iMedia in the media industry	(R093) Creative iMedia in the media industry	(R094) Visual identity and digital graphics	(R094) Visual identity and digital graphics	(R094) Visual identity and digital graphics	(R097) Interactive digital media
BTEC Tech Award in Travel & Tourism	Component 2: Customer Needs in Travel and Tourism	Component 2: Customer Needs in Travel and Tourism	Component 2: Customer Needs in Travel and Tourism	Component 3: Influences on Global Travel and Tourism	Component 3: Influences on Global Travel and Tourism	Component 3: Influences on Global Travel and Tourism
OCR National in Engineering Design	R039- Manual production of freehand sketches	R039- Manual production of freehand sketches - design development	R039 Manual production of engineering drawings	R038- exam preparation	R038- exam preparation	Unit R040: Design, evaluation and modelling
Religious Studies	Weeks 1 - 13: Judaism		Weeks 14 - 26: Christianity		Weeks 27 - 39: Relationships	
CPHSE	Being Me	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me

English Language and English Literature

"I admire people who dare to take the language, English, and understand it and understand the melody." Maya Angelou

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Overall Intent	*Language Paper 1 and 2* Students will begin the year with covering English fundamentals e.g. fiction/nonfiction; explicit/implicit comprehension; method spotting; language and structure; SPaG; creative writing for form, purpose, audience; Pupils practise reading of unseen fiction and non-fiction pieces to analyse, compare, and summarise in preparation of Section A of LP1 and LP2. Pupils are taught methodologies for producing fictional Creative Writing pieces (descriptions and short	*Nineteenth Century Novel: Dr Jekyll and Mr Hyde* Students will use PEE and analysis skills checked in C1 applying to extracts for analysis. Pupils will read the text in full and develop a detailed understanding of the relationship between text and context (Victorian London & Industrial Revolution). Study of the set texts will be organised around exploration of character and theme. Fits with Christmas Term. Builds on genre writing (Year 9 cycle 1 and 4), history of language (throughout 7-9).	*Poetry Power & Conflict* Students will continue to use PEE and analysis skills to compare poems analytically. Pupils revise key poetic techniques and apply their knowledge and understanding to a study of 8 poems in the anthology (*Ozymandias; Prelude; Charge of the LB; Remains; Poppies; War Photographer; Tissue; Kamikaze).* They will explore thematic and stylistic connections across the poems in order to write comparatively about two poems. Pupils will also examine the relationship between the poems and the	*Modern Literature: Animal Farm* Students will continue to use PEE and analysis skills to write whole text analysis. Pupils will read the text in full and develop a detailed understanding of the relationship between text and context. Study of the set texts will be organised around exploration of character and theme. In addition to analysing language and structure, pupils will consider Orwell's use of the allegorical form. Builds on dystopian genre and contextual writing from (9 cycle 1,2 & 4), allegories, myths and fables (7 Cycle 1 and 2).

	stories) inspired by images for Language Paper 1 Section B. Pupils are taught methodologies for producing non-fiction Creative Writing pieces (including letters, newspaper articles and speeches) for Language Paper 2 Section B.		context in which they were created.	
Knowledge	Distinction of text-types and genres, e.g. newspaper, letter, fiction, non-fiction, romance, comedy Distinctions between Purpose, Form, Audience, Style, Register	Nineteenth century literature Parable/Moral writing Victorian London (context)	Relevant contextual details (mostly war) Poetic forms and Terminology: Sonnet, Monologue, Free Verse	Dystopian Literature Fables and Allegory Russian Communism (context)
Assessments and End Points	*Practice Paper 1* *Practice Paper 2* *November Mocks (10s)*	*Extract Analysis* Writing a short, succinct analysis of a single extract *Whole Text Analysis from Extract* Extended writing analysis	*Comparative Analysis* Extended writing analysis of two poems they have studied	*Whole Text Analysis* Extended writing analysis comparing two extracts from the story. *Spoken Language Endorsement* *End of Year Exams*
Skills	**Literature Skills** *Read, understand and respond to texts. maintain a critical style*		**Language Skills** *Identify and interpret explicit and implicit information,* *Select and synthesise evidence from different texts* *Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers,* *Using relevant subject terminology,*	

	develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.	*Compare writers' ideas and perspectives*

	Analyse the language, form and structure used by a writer to create meanings and effects, Use relevant subject terminology where appropriate. *Show understanding of the relationships between texts and the contexts in which they were written.* *Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.*	*Evaluate texts critically and support this with appropriate textual references* *Communicate clearly, effectively and imaginatively,* *Selecting and adapting tone, style and register for different forms, purposes and audiences.* *Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts* *Using a range of vocabulary and sentence structures for clarity, purpose and effect, Using accurate spelling and punctuation* *Demonstrate presentation skills in a formal setting* *Listen and respond appropriately to spoken language Use spoken Standard English effectively in speeches and presentations*

Important literacy and numeracy developed	**Reading:** Extended guided reading of GCSE texts: 'Jekyll and Hyde', 'Animal Farm' as well as a selection of the poetry 'Power and Conflict' cluster across the year. Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are inherent in the year 10 English curriculum. **Writing:** Extended writing, including planning, drafting and editing; Technical accuracy focus in each unit which builds on prior knowledge of spelling, punctuation and grammar; Honing pupils writing with regard to both Language paper's creative writing tasks as well as continuing to work on pupils extended responses to literary texts in order to prepare them for year 11 and their GCSEs. **Oracy:** In year 10 pupils will have the opportunity to complete their spoken language endorsement which is a speech they give to an audience based on a topic of their choosing. Each year 10 unit features distinct opportunities to explore texts and themes through talk. **Numeracy:** Pupils engage with the use of statistics when exploring and producing non-fiction viewpoint writing in preparation for their Language Paper 2. Several units of English in year 10 include numeracy knowledge, particularly when looking at contextual information and using statistics and figures to help elucidate the contexts of different historical periods.
Wider skills and enrichment	Pupils develop skills in analysis and evaluation as well as critical thinking skills. Pupils are encouraged to show stamina and resilience in extended writing tasks.
	Enrichment activities are included through the curriculum to develop an understanding of historical context of the books that pupil's study as well as giving the opportunity to visit the theatre.
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. Talk to them about the books they would like to read and support the choice of a range of texts. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.

Maths

"Mathematics is in its own way, the poetry of logical ideas." Albert Einstein

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge:	**Percentages** Repeated percentage change Growth and decay **Surface Area and Volume** Surface area of 3D solids Volume of 3D solids **Simultaneous Equations** Solving linear simultaneous equations	**Formulae** Changing the subject of formulae **Trigonometry** Trigonometry in right-angled triangles **Constructions** Constructing loci	**Linear graphs** Equations of linear graphs Equations of parallel lines Equations of perpendicular lines (H) **Real-life graphs** Plotting and interpreting real-life graphs **Set notation** Venn diagrams with set notation **Tree diagrams** Probability of independent and dependent events	**Compound measures** Density and pressure **Ratio** Working with ratio and algebra **Graphs** Velocity-time graphs Cubic, reciprocal and exponential graphs	**Sequences** Position-to-term rules for arithmetic sequences Position-to-term rules for non-linear sequences (H) **Handling data** Sampling and bias Capture-recapture (H) **Proportion** Direct and inverse proportion equations **Transformations** Combining transformations Enlargement by a fractional or negative scale factor (H) **Rounding** Error intervals Bounds (H)	**Indices** Index laws **Recurring decimals (H)** Convert from recurring decimals to fractions (H) **Brackets** Expanding and factorising monic quadratics Expanding and factorising non-monic quadratics (H) Expanding triple brackets (H) **Handling data and statistical diagrams** Averages from a table Interpreting and displaying data Box plots (H) Cumulative frequency (H)

Assessments and End Points	Low stakes topic review Autumn Term mixed topic assessment (end of Autumn Term) End of Year 10 Mock (Summer 2)	Low stakes topic review Autumn Term mixed topic assessment (end of Autumn Term) End of Year 10 Mock (Summer 2)	Low stakes topic review Spring Term mixed topic assessment (end of Spring Term) End of Year 10 Mock (Summer 2)	Low stakes topic review Spring Term mixed topic assessment (end of Spring Term) End of Year 10 Mock (Summer 2)	Low stakes topic review End of Year 10 Mock (Summer 2)	Low stakes topic review Year 10 Mock
Important literacy and numeracy developed	Students build strong foundations in numeracy through fluency in calculations, understanding of algebraic and geometric concepts, and the ability to apply mathematical reasoning to real-world problems. Literacy is developed by interpreting complex questions, using accurate mathematical vocabulary, and presenting solutions clearly in written and verbal forms. Emphasis is placed on reading for understanding, extracting key information, and constructing logical arguments.					
Wider skills and enrichment	The curriculum promotes wider skills such as problem-solving, critical thinking, and resilience when tackling challenging tasks. Students learn to collaborate effectively, communicate ideas confidently, and use technology to support learning. Enrichment opportunities include practical applications of mathematics, maths challenge projects, and activities that encourage creativity and curiosity beyond the classroom.					
How you can help your child at home	Encourage your child to practise mental arithmetic and apply maths in everyday situations, such as budgeting, cooking, or measuring. Support them in reading and interpreting worded problems and discuss strategies for solving them. Homework is set through our online platforms – encouraging your child to do this themselves will support the development of their maths skills.					

Combined Science

"Nothing in life is to be feared; it is only to be understood." Marie Curie

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Concepts:	B1 Cells: Biology fundamentals; structure of plant animal and bacterial cells; function of organelles; microscopy C1 Periodic Table: Chemistry fundamentals; history and structure of the Periodic Table; history and structure of the atom P1 Energy:	B2 Organisation: Osmosis, active transport, digestion, circulatory system, breathing and plant minerals C2 Bonding: Covalent, ionic and metallic bonding; giant covalent structures P2 Electricity: Potential difference; current; resistance; sensors; National Grid; electrical safety; Ohm's Law; work done	B3 Infection and Response: Pathogens; body defences including immune system; diseases; prevention and treatment; antibiotic resistance C3 Quantitative Chemistry: Developing knowledge of how chemicals react, and products formed; balancing chemical equations; calculating moles; concentration;	P3 Particle Model of Matter: States of matter; changing states; specific heat capacity; latent heat; density; pressure B4 Bioenergetics: Photosynthesis and respiration	C4 Chemical Changes: Reactions of metals; acids and alkalis; electrolysis P4 Atomic Structure: Ionising radiation; half-life; dangers of radiation	C5 Energy Changes: Exothermic and endothermic reactions; reaction profiles; energy change and calculations B7 Ecology: Ecosystems; biodiversity; recycling nutrients; population size; human impact

	Physics fundamentals; energy systems; explaining biological systems and chemical reactions; finite and renewable energy sources		percentage yield and atom economy			
Assessments and End Points	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic Mock Paper 1 exams
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, biological calculations (e.g. magnification and percentage change), quantitative chemistry (e.g. mass calculations) and physics equations.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including a range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of science success. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. BBC Bitesize (GCSE Combined Science: AQA Triology) is and excellent resource for supporting more in-depth learning at home.					

Geography

"The study of geography is about more than just memorizing places on the map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it is about using all that knowledge to help bridge divides and bring people together." Barack Obama

	Autumn Term	Spring Term 1	Spring Term 2	Summer Term
Component Knowledge:	**Natural Hazards – Paper 1** This scheme of work introduces students to natural and tectonic hazards, building a secure understanding of what hazards are, how they are distributed, and the physical processes that create them. Students learn how earthquakes, volcanoes, and tsunamis form and explore their impacts through real-world case studies. They then evaluate how individuals, communities, and organisations respond to hazard events, including	**Changing Economic World — Paper 2** This scheme of work develops students' understanding of global development, the inequalities that exist between countries, and the strategies used to reduce the development gap. Students begin by exploring key development indicators such as GDP, literacy rates, and life expectancy, before examining specific strategies including debt relief, tourism, and international aid. Through the case study of Nigeria, they investigate the	**The Living World - Ecosystems** This scheme of work introduces students to global and local ecosystems, focusing on their characteristics, distribution, and the processes that enable them to function. Students build an understanding of energy flows, food webs, and interdependence within ecosystems before exploring the tropical rainforest as a major global biome. Through the rainforest case study, they examine its climate, soils, biodiversity, adaptations, and	**The Challenge of Resource Management – Water** This scheme of work develops students' understanding of the global distribution of essential resources—water, food, and energy—and the physical and human factors that influence their availability. Students examine the UK's provision of food, water, and energy, exploring sourcing, supply systems, technological developments, and the challenges associated with meeting rising demand. As the unit progresses, students analyse global patterns of water scarcity and investigate

	prediction, preparation, and long-term management. Throughout the sequence, students develop core geographical skills such as map interpretation, data analysis, research, and the ability to interpret and explain spatial patterns. Literacy is strengthened through structured writing, case study explanations, and the use of subject-specific vocabulary, while numeracy is embedded through graph interpretation, comparison of hazard statistics, and analysis of scales and magnitudes. The scheme includes regular opportunities for peer and self-assessment to help students reflect on their understanding and progress, culminating in a formal assessment and feedback cycle.	characteristics of a Newly Emerging Economy, including its physical and human geography, its global economic role, the influence of Transnational Corporations, and the environmental challenges it faces. Across the unit, students apply essential geographical skills such as data analysis, map interpretation, case study research, and evaluation of complex social, economic, and environmental issues. Literacy is strengthened through extended explanations, debates, and structured case study writing, while numeracy is embedded through interpreting development statistics, comparing economic data, and analysing trade patterns. Regular opportunities for peer and self-assessment encourage reflection on progress and understanding, leading up to a formal	the causes and consequences of deforestation, eventually evaluating the environmental, social, and economic value of rainforests. The unit concludes with an examination of sustainable management strategies and the effectiveness of conservation efforts. Throughout the unit, students develop key geographical skills including map interpretation, data analysis, case study research, and the ability to interpret climate graphs, food webs, and species data. They apply literacy skills through written explanations, debates, case study descriptions, and the use of precise subject vocabulary such as biome, abiotic factors, interdependence, and sustainability. Numeracy is strengthened through interpreting climate data, calculating energy transfer, comparing deforestation rates, and examining	the impacts of water insecurity on people, economies, and environments. Through case studies such as the Lesotho Water Project and the Wakel River Basin Project, they evaluate real-world strategies used to increase water supply and promote sustainable water management. Throughout the unit, students apply key geographical skills including map reading, data analysis, interpretation of trade and climate data, case study research, and evaluation of management strategies. Literacy skills are developed through explanations of resource distribution, extended responses on provision and insecurity, and written evaluations of case studies. Numeracy is reinforced through analysing supply-and-demand datasets, interpreting graphs on water scarcity, assessing trade volumes, and quantifying the impacts of resource management projects. Frequent peer and self-assessment activities

		assessment and feedback session. .	biodiversity statistics. Regular opportunities for peer and self-assessment promote reflective learning, leading to a formal assessment and feedback session where students review their progress and refine their exam technique.	encourage students to reflect on their learning, engage with feedback, and refine exam skills ahead of a formal assessment and review session.

	strategies to support tectonic, storms and climate change. **Environmental interaction** – understanding of the relationship between tropical storms and general atmospheric circulation. Identify the effects of climate change on people and the environment. **Physical and Human processes -** Understand the Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity as well as the relationship between tropical storms and general atmospheric circulation.	**Environmental interaction** – Understand the environmental impacts of development on the quality of life to the population **Physical and Human processes –** causes of uneven development physical economic	**Physical and Human processes -** Identify key features of the Amazon, The Sahara and UK Ecosystem, climate, environments, population distribution and economy	
Assessments and End Points	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic	Recall test at the end of each topic Mock examination
Important literacy and numeracy developed	New vocabulary is introduced each lesson and referred back to within extended writing tasks. Students use textbooks and case studies to investigate geographical issues further. Pupils learn about several lengthy case studies and practise writing extended answers using this knowledge. Fieldwork requires a wide range of numeracy skills, including measurements, calculating averages, drawing, reading and analysing graphs and charts, analysis of geographical statistics and manipulation of data.			

Wider skills and enrichment	Geographical skills are taught throughout the GCSE but there are many other skills that are part of the GCSE that lend themselves to further studies and employment, such as critical thinking skills and decision making. Pupils have the opportunity to develop enquiry and analysis skills through virtual and outside fieldwork.
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. The Geography Google Classroom has all lesson resources uploaded on to it which pupils can access at home to support their learning. There are many wider reading opportunities to support your child at home.

BTEC Tech Level 2 Enterprise

"Opportunities don't happen. You create them." Chris Gosser

	Component 2: Planning for and Running an Enterprise	Component 1: Exploring Enterprises
Component Knowledge:	**Choose an idea and produce a plan for a micro-enterprise idea:** Learners will develop their knowledge and understanding of the skills required to plan for a microenterprise idea. **Choosing ideas for a micro-enterprise** Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea Innovative ideas which are realistic and within budget **Plan for a micro enterprise** Ownership of the micro-enterprise Aims of the micro-enterprise Features of the product to be sold Pricing of the product Methods of promotion Identifying the target market Resources required Financial information Risk assessment Viability of the plan	**Understand how and why enterprises and entrepreneurs are successful:** Leaners will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them. **Size and features of SME's** Size of SME's Type of profit-making enterprises Features of SME's **Markets, sectors , models and industries in which enterprises operate** Different sectors and business models Different industries in which enterprises operate **Aims and activities of enterprises** Aims of enterprises Impact of activities in supporting the aims of an enterprise Impact of failing to undertake these activities successfully **Skills and characteristics of entrepreneurs** Reasons why entrepreneurs start their own enterprise

	Production of presentation Selection of relevant information and logical sequencing of information and ideas Use appropriate written communication skills Consistent visual presentation appropriate for the enterprise idea **Delivery of presentation** Methods of recording and delivery Accurate and effective verbal communication skills Engaging non-verbal communication skills **Review of presentation** Review own skills demonstrated in the production and delivery of the presentation	Impact of skills and characteristics of the entrepreneur in helping support the aims of the enterprise **Marker Research Methods** Benefits and drawbacks of a range of primary research methods used by enterprises Benefits and drawback of a range of secondary research methods **Understanding customer needs** The importance of the information that primary and secondary research methods can provide about a customer **Understanding competitor behaviour** Understanding the market Competitive advantage **Suitability of market research methods** Suitability of market research methods that could help the enterprise in gaining information **PEST (Political, Economic, Social, Technological) analysis** Recommendations for actions that enterprises could take based on research and analysis Suitability of recommendations made according to the potential positive and negative impact on costs and revenues **SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis** Impact of strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises

		Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues.
Assessments and End Points	Completion of Component 2 controlled assessment task – externally moderated	Completion of Component 1 controlled assessment task – externally moderated
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. The course involves looking at data related to enterprises, such as financial data, statistics related to the success of enterprises. Pupils also learn to interpret data, look at graphs or charts, and draw conclusions. This develops their numeracy skills in terms of data handling, statistical analysis and data interpretation	
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in a business context. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.	
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Encourage your child to attend extra sessions during holidays to receive extra support with their work. Support your child to complete homework tasks which will help with knowledge development	

Physical Education

"You, me, or nobody is going to hit as hard as life. But it isn't about how hard you hit. It's about how hard to can get hit and keep moving forward. How much you can take and keep moving forward." Rocky Balboa

	Invasion Games Football	***Invasion Games Rugby***	***Invasion Games Netball***	***Net Games Badminton***	***Cross Country / Fitness***	***Striking & Fielding Rounders / Softball***	***Athletics***
Component Knowledge and Skills:	**Knowledge:** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills:**	**Knowledge:** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills:**	**Knowledge:** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills:**	**Knowledge:** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills:**	**Knowledge:** To know a range of different exercises and the muscle group that it is working. To know a variety of different training methods. **Skills:**	**Knowledge:** Know the techniques for basic and advanced skills. Know what tactics can be used to outwit opponents and increase chance of success. **Skills:**	**Knowledge:** Know the breakdown of the skill and key techniques. Know a range of technology to help with analysis. **Skills:** Mastery of technique for track and field events. (**Discus**

	Mastery of all basic ***(passing, dribbling, heading, shooting, defending and movement off the ball)*** skills and development of more advanced skills ***(Ball control, defending & pressing play)***.	Mastery of all basic (**Passing, tackling, rucking and mauling)** skills and development of more advanced skills. **(Lineouts, Scrummaging & Kicking)**	Mastery of all basic skills and development of more advanced skills. ***(variety of passes, shooting, pivoting and playing within the rules)***	Mastery of all basic ***(clears & drop shots)*** skills and development of more advanced skills ***(smash & drives)***	Pupils will attain the skills to not only **perform a variety of training methods but also to use them effectively in their own program.**	Mastery of all basic skills **(throwing, catching and batting)** and development of more advanced skills ***(stealing bases, reverse hand batting)***.	**& Shot put handling and release repeated & all to add an approach.)** The skill to identify areas of weakness when analyzing their performance.
Assessments and End Points	Practical assessment based on technique, application and competitive situations			Practical assessment based on accurate replication of technique	Assessment based on fitness level	Practical assessment based on accurate replication of technique	Practical assessment based on accurate replication of technique
Important literacy and numeracy developed	PE often involves reading and understanding of written instructions, rules and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.						
Wider skills and enrichment	Students will practice and develop their teamwork and communication skills during team sports. They will also be encouraged to develop resilience in PE and transfer this to other areas of their lives. Pupils are given a range of opportunities to take part in sporting enrichment activities, there is a wide choice each half term and we would encourage pupils to take part in as many as they can.						

	Students are given the opportunity to attend an outdoor activities residential trip and to take part in a number of adventurous activities which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
How you can help your child at home	Encourage your child to take part in extracurricular clubs and sporting competitions on offer. Help your child to prepare for their lessons by ensuring they have their PE kit. Encourage at least 60 minutes of physical activity each day.

BTEC Tech Award Level 2 Sport

Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." Michael Jordan

	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance
Component Knowledge:	**Types of Sport and Physical Activities** Knowledge of competitive and recreational sports, outdoor activities, and fitness activities. Awareness of the benefits of participation and the characteristics of different provision sectors (public, private, voluntary). **Characteristics of Participants** Understanding the physical, social, and mental health needs of various participant categories (children, adolescents, adults, older adults, individuals with disabilities, and those with health conditions). **Barriers to Participation** Recognising financial, accessibility, time-related, personal, and cultural barriers that affect participation. **Types of Equipment and Technology** Knowledge of the types of sports clothing and equipment needed for different activities and how technology can improve performance and participant experience.	**Fitness Components** Definitions and importance of each physical and skill-related component of fitness. Knowledge of how they impact performance across different sports and activities. **Officials and Rules** Understanding the roles of officials (referees, umpires, scorers, timekeepers) and the responsibilities associated with these roles (control, communication, health and safety). Knowledge of key rules, including player numbers, scoring systems, game duration, and equipment requirements. **Planning Drills and Practices** Knowledge of how to organise and plan drills to improve specific sporting skills. Understanding different practice types, from isolated drills to competitive scenarios, and how to support participants.
	Warm-up Processes Understanding the components of effective warm-ups and the physiological responses involved in each stage.	

Assessments and End Points	Completion of Component 1 controlled assessment task – externally moderated	Completion of Component 2 controlled assessment task – externally moderated
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.	
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in sports. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.	
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development.	

OCR National Level 2 in Creative iMedia

"Creativity takes courage." Henri Matisse

	Unit R093 - Creative iMedia in the Media Industry	Unit R094 - Visual Identity and Digital Graphics
Component Knowledge:	**Pre-production Planning** Work planning, idea generation, and legal issues. **Knowledge:** Understand the components of workplans (e.g., tasks, workflow, resources) and their role in managing time and resources. Recognise the purpose and elements of documents used for idea generation (e.g., mind maps, mood boards) and design (e.g., storyboards, scripts). Understand legal considerations like intellectual property, privacy, and data protection that impact media production. Grasp health and safety requirements in media production, including risk assessments and location recces. **Distribution Considerations** Distribution platforms, media properties, and file formats. **Knowledge:**	**Learning Outcome 1: Develop Visual Identity** **Knowledge:** Understand the purpose of visual identity (e.g., brand recognition, communication with consumers). Identify the elements of visual identity (e.g., logo, typography, color palette) and how they contribute to brand identity. Recognise how visual identity design is influenced by business type, brand values, and positioning. **Learning Outcome 2: Plan Digital Graphics** **Knowledge:** Understand graphic design concepts (e.g., alignment, use of color) and how they are applied to visual identity. Recognise the properties of digital graphics (e.g., bitmap, vector) and their implications for use. Comprehend licensing and permissions related to using assets from different sources.

	Identify different distribution platforms (e.g., online, physical) and understand their characteristics and limitations. Understand the properties and formats of various media files (e.g., image files, audio files, moving image files) and their impact on quality and compatibility. Comprehend the concepts of lossy and lossless compression and their implications for file quality.	**<u>Learning Outcome 3: Create Visual Identity and Digital Graphics</u> Knowledge:** Understand the tools and techniques of image editing software (e.g., use of layers, filters, and effects) to create digital graphics. Recognise the importance of storing assets properly and exporting graphics in suitable file formats.
Assessments and End Points	Completion of controlled assessment task – externally moderated	Completion of controlled assessment task – externally moderated
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Links to numeracy seen throughout the work completed in image editing, for example shapes, angles, etc.	
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in a media context. Communication is a big focus and pupils have the opportunity to apply their knowledge of communication to develop this skill.	
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development	

BTEC Tech Award Level 2 in Travel and Tourism

"Travel is fatal to prejudice, bigotry and narrow-mindedness." Mark Twain

	Component 2: Customer Needs in Travel and Tourism	Component 3: Influences on Global Travel and Tourism
Component Knowledge:	Develop pupils' understanding of the needs of different travel and tourism customers. Understanding of how to identify customer requirements, including accessibility, preferences, and budget. Investigate customer behaviour and expectations to provide high-quality services. Understand how travel and tourism organisations meet these needs through products, services, and experiences. It is important that pupils can recognise potential challenges and solutions when meeting diverse customer requirements.	Develop pupils' understanding of factors that influence travel and tourism, including economic, social, environmental, political, and technological factors. Investigate global trends and their impact on destinations, businesses, and customer behaviour. Understand the role of sustainability, ethical tourism, and environmental responsibility in the industry. Recognise how global events, such as pandemics, political instability, or climate change, can affect travel patterns.
Assessments and End Points	Completion of Component 2 controlled assessment task – externally moderated.	Completion of Component 3 externally set exam, which is 1 hour 30 minutes long and externally marked.
Important literacy and	The course introduces key industry vocabulary, enabling pupils to explain and describe customer needs clearly. Pupils will use numeracy skills such as budgeting, costing, and scheduling in practical scenarios.	

numeracy developed	Introduces key industry terminology to help pupils explain influences clearly and accurately. Numeracy skills include interpreting data, statistics, and graphs related to travel trends and economic impact.
Wider skills and enrichment	Pupils apply theoretical knowledge to real-life travel and tourism scenarios, developing critical thinking, problem-solving, and decision-making skills. Pupils may take part in visits to travel and tourism enterprises or complete virtual research projects to gain practical insights. Pupils may research global destinations or case studies to understand the effects of external influences on tourism.
How you can help your child at home	Encourage your child to meet deadlines for controlled assessments. Support completion of homework and research tasks. Discuss travel experiences and customer service examples to help develop understanding.

OCR National Level 2 Engineering Design

"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products." James Dyson

	R039 – Communicating Designs	R038 – Principles of Engineering Design
Component Knowledge:	**<u>TA1: Manual production of freehand sketches</u>** **Sketching design ideas activities** Students will be able to render textures to emulate the appearance of a range of common materials. Students will be able to render a 3D shape to emulate the appearance of common materials. Students will be able to differentiate between a label and an annotation Students will be able to explain what a feature is. Students will be able to explain what a function is. Students will be able to produce annotations to support explanation of this function. Students will be able to label material choice Student will be able to annotate material justification. **Drawing design ideas activity** Students will be able to explain the advantage of using isometric drawing convention.	**<u>TA1 Designing processes</u>** **Designing processes, stages and strategies, cyclic approach** Summarise the key aspects and steps involved with the following design strategies: linear design, inclusive design, and user-centred design, sustainable design, ergonomic design and iterative design. Recall and explain the stages of an iterative design process: identify, design, optimise and validate. Analyse the key items in a design brief. Explain the difference between primary and secondary research, identify sources that fall under each type, and relate this to the design process. Explain where and why interviews and focus groups are used in design. Explain ergonomics, and the purpose of using anthropometric data in product design. Be able to use anthropometric data to suggest product design features.

	Students will be able to generate shapes using isometric drawing principles. Students will be able to apply thick/thin line convention to isometric drawings. Students will able to add shading to isometric drawings. **<u>TA2: Production of engineered drawings</u>** **Drawing design ideas activity** Students will be able to describe the rules for producing an orthographic drawing. Students will be able to produce an orthographic drawing that includes mechanical features. Students will be able to use conventions of scale and dimensions orthographic drawing. Students will be able to learn how to extract a third angle orthographic drawing from a CAD model and label with dimensions. Students will be able to identify a sectional view, read a sectional drawing and understand the conventions used. Students will be able to lay out an exploded view isometric drawing. Students will be able to generate a parts list of at least four parts. Students will be able to number reference parts on a parts list against a diagram. **<u>TA3: Use of computer aided design (CAD)</u>** **Producing CAD models activity** Open and navigate models in 3D software. Create shapes to specific dimensions. Create 3D shapes in software. Apply a range of processes to them to modify their form.	**Sketching and drawing, CAD** Explain the ACCESS FM approach and how it is used in design. Identify the terms in ACCESS FM. Explain the key aspects of an engineering design specification and use these to identify the requirements for a product. Explain the purpose of sketching when generating design ideas. **<u>TA3 Communicating design outcomes</u>** **Sketching and drawing, CAD** Identify the advantages and limitations of using sketching to generate design ideas. Be able to produce simple sketches. Explain the key characteristics and applications of the following drawing types: isometric, oblique, exploded views, assembly drawings, block diagrams, flowcharts, circuit diagrams, wiring diagrams. Explain the purpose of a third angle orthographic drawing and what information the drawing shows. Be able to complete or produce a simple third angle orthographic drawing. Illustrate, identify, and explain the following drawing conventions: title block, metric units of measurement, scale, tolerance. Illustrate, identify, and explain the following drawing line types: outlines, hidden detail, centre line, projection, dimension, leader line. Consolidate knowledge of engineering drawing and drawing conventions learned so far.

	Render texture and lighting effects on 3D models and export 2D images of them. Set up and create a model consisting of multiple parts.	Illustrate, identify, and explain the following drawing abbreviations and conventions: across flats, centre line, diameter, drawing, material, square Illustrate, identify, and explain the following mechanical features shown on drawings: threads, holes, chamfers, countersinks, knurls. Summarise the key advantages and limitations of using CAD software in engineering design. **<u>TA2 Designing requirements</u>** **Sketching and drawing, CAD** Summarise the terms market pull and technological push, giving example products under each. Explain what legislation means, and how it is significant to product design. Relate legislation to standards. **Influences on engineering product design** Explain what British and International Standards are and how they inform product design. Also, their relationship with legislation. Explain what planned obsolescence means, with examples of how this is incorporated into products with examples. Explain the terms in the 6Rs, relating them to the design of a product. Explain what is meant by the circular economy and how it is important to the design of products. **<u>TA1 Designing processes</u>** **Influences on engineering product design** Explain why the designer will produce models of products – to test proportions, to test scale, to test function. Explain each of these criteria. **Make and modelling; virtual and physical prototypes**

		Summarise the difference between virtual and physical modelling. Give reasons why each method is used. **<u>TA4 Evaluating design ideas</u>** **Make and modelling; virtual and physical prototypes** Summarise the key features of virtual modelling, including its relative advantages and drawbacks to the designer. Explain how card and block can be used to produce physical models, and what information can be obtained from the model. Summarise the advantages and limitations of different modelling methods using these materials. Identify where breadboarding and 3D printing would be used for modelling. Summarise the key characteristics, advantages and limitations of each method. Explain how modelling informs the iterative design process, and how and why comparison of the prototype against the original design brief/specification happens.
Assessments and End Points	Completion of controlled assessment task – externally moderated	Pupils will complete regular recall tests throughout the learning. Externally examined unit
Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Pupils are required to write at length in their controlled assessment, utilising appropriate terminology to effectively explain, describe and justify their work, demonstrating their comprehension of the marking criteria. Numeracy is developed through drawing techniques with measurement and angles a key part of the drawing process. Pupils also develop use of number and scale.	
Wider skills and enrichment	The qualification encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving and decision-making skills in design.	
How you can help your child at home	Encourage your child to keep up with the tight deadlines for controlled assessment throughout the course. Support your child to complete homework tasks which will help with knowledge development.	

Religious Studies

"Share your knowledge. It is a way to achieve immortality." Dalai Lama

	Term 1	Term 2	Term 3
Overall Intent	**Judaism** Chronologically before Christianity; knowledge required will reinforce and introduce Christian concepts. Students should be aware that Judaism is one of the diverse religious traditions and beliefs in Great Britain today and that we are a Judeo-Christian culture. Students should study the beliefs and teachings of Judaism and their basis in Jewish scripture and sources of authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of beliefs and teaching on individuals, communities and societies. Students should know common and divergent views within the faith,	**Christianity** Chronologically after Judaism; knowledge will build on Jewish concepts and texts Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students should study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.	**Relationships & Families** Requires knowledge of Judaism and Christianity. Relies on class discussion in a safe environment. Class will be more stable and familiar in second half of the year. Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and a contrasting belief:

	including: Orthodox, Reform and Liberal. Some texts are prescribed for study: Torah.	Students should know common and divergent views within Christianity, including Catholic, Orthodox and Protestant. Some texts are prescribed for study: New Testament	• Contraception. • Sexual relationships before marriage. • Homosexual relationships.
Knowledge	**The nature of God** • Nature of God • The divine presence (Sekhinah) judgement and resurrection • Beliefs about death, including • Nature and role of the Messiah, including different views **The Covenant and Mitzvot** • The Covenant with Abraham (Genesis 12:1-3) • The Covenant at Sinai • Moses and the Ten Commandments (Exodus 20:1-17) • The sanctity of human life ('Pikuach Nefesh') • Key moral principles: justice, healing the world, charity & kindness • Free will and the 613 mitzvot • The difference between, and importance of, mitzvot between man	**The nature of God:** • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. **Jesus Christ and salvation:** • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement.	**Sex, marriage and divorce** • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. **Families and gender equality** The nature of families, including: • the role of parents and children • extended families and the nuclear family. The purpose of families, including: • procreation • stability and the protection of children

	and god, and mitzvot between man and man		• educating children in a faith. Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples.
Skills	*AO1: Demonstrate knowledge and understanding of religion and belief, including:* *• beliefs, practices and sources of authority* *• influence on individuals, communities and societies* *• similarities and differences within and/or between religions and beliefs.* *AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.*		
Assessments and End Points	Five knowledge based questions An extended written piece	Five knowledge based questions An extended written piece	Five knowledge based questions An extended written piece
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to descriptive analysis of texts. Pupils develop oracy skills through debate and discussion and are encouraged to complete extended writing tasks. There is a focus on reading comprehension throughout the curriculum.		
Wider skills and enrichment	Students are given the opportunity to learn about the important aspects of different faiths across the world. Students develop skills in analysis and evaluation as well as critical thinking skills.		
How you can help your child at home	Encourage your child to complete further research into the topics studied. If possible, take your child to visit places of worship for different religions.		

CPSHE

"Be the change you want to see in the world." Mahatma Ganghi

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Title	Unit 1: Being Me	Unit 2: Celebrating Difference	Unit 3: Dreams & Goals	Unit 4: Healthy Me	Unit 5: Relationships	Unit 6: Changing Me
Overall intent – rationale Why this? Why now?	Following the lessons on autonomy in year 9, this topic begins with selfawareness and responsibilities as a social citizen	Building on social awareness and roles, focusing on how we interact with people of different beliefs, abilities and experiences.	With a more mature outlook, students can explore how responsible they are for their dreams and ambitions. Creating habits for progress.	With a more mature outlook, students can explore the dangers to their physical and mental health and the rights and responsibilities over their bodies.	With a more mature outlook, students can explore their legal rights and responsibilities when it comes to relationships; as well as their roles in a different range of relationships.	Combining the topics so far to critically examine past, present and future, what changes, how people change and whether these are positive or negative.
Component Knowledge:	**Key Concepts** Understanding the self as a participant of society both on and offline **Knowledge** Personal Freedom Personal Safety	**Key Concepts** Equality Act Multiculturalism **Knowledge** Inequality Equality Disability Multi-cultural society	**Key Concepts** Work-Life Balance Impact of physical and mental health on present and future **Knowledge** Goals	**Key Concepts** Autonomy Legal rights over physical and mental health **Knowledge** Physical health Mental health Drug use	**Key Concepts** Legal rights when it comes to relationships **Knowledge** Long term relationships Cohabitation	**Key Concepts** understand how societies change and this affects people's attitudes and ways of life **Knowledge** Social Change Sexual change

	Risk Grief & Bereavement Social Media	Misuse of Power	Self-awareness Work-life balance Balance	Health disorders Organ donation STIs	Legal: relationships Types of relationships Social Media	Physical Change
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills and enrichment	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as discrimination and equality. Pupils are encouraged to develop critical thinking skills as they work through the topics.					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class. Encourage your child to talk to you about the topics they are learning about in lessons.					