	Drama	English	History	R.E	Geography	MFL	Maths	Science	Technology	Home economics	ICT	Art	Music	P.E	LLW
September	Baseline Assessment Script – Vocal/Oracy Skills Developing Subject specific vocabulary Developing skills in verbal response and evaluation	Speaking and listening debate on if Andy should have been left Creative Response to visual stimuli based on Conflict	Literacy skills - reading, organising and recording information in full sentences.	Reading/Talking and Listening/Complete a Mind-map/True or False/Comprehension/Cloze Procedure/Question and Answer/Summarize information/Reverse Questions/Understanding and Evaluation Questions.	Reading for purpose – Tectonic Plate Boundaries	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Quality of Written Spelling of key words Definitions	Spelling homework, Learning definitions for first assessment.	Question and answer session on Health & Safety in the form of team quiz.	Literacy – new terminology and spellings, structured writing.	CPU, Microprocessor, Input devices, Motherboard, Processor, Hard Disk Drive, RAM, Control Unit, Arithmetic Logic Unit, Registers, Cache, Clock speed	Unit 1: ME: Tonal Drawing of Eye- Subject specific vocabulary relating to form, light, tone, depth, realism, observation.	Relevant music vocabulary spellings to accompany the unit	New terminology. Key words and phrases.	Literacy- Reading comprehension
October	Baseline Assessment Script – Vocal/Oracy Skills Developing Subject specific vocabulary Developing skills in verbal response and evaluation	Baseline Writing assessment: Write an essay for the examiner about a time you have been frightened / when all has not been as it seemed. OR Creative piece based on an image	Literacy—listening/note-taking, reorganising and matching information, working collaboratively with peers.	Reading/Talking and Listening/Complete a Mind-map/True or False/Comprehension/Cloze Procedure/Question and Answer/Summarize information/Reverse Questions/Understanding and Evaluation Questions.	Restless Earth key terms – Glossary to produce throughout year	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Worded real life questions Key words spellings	Launch of Reading about Science	Students will consider careers in Design and Engineering as well as how we work and interact on a world wide scale using internationally agreed standards.	• List a range of personal and kitchen hygiene rules and present in groups. (R) • Define high-risk foods linking to temperatures. • State sources and symptoms of food poisoning including examples of bacteria. (R) • Summarise and present learning as a trainee chef resource. (C)	Spreadsheet, Worksheet, Cell, Cell reference, Row, Column, Formula, Function, Relative cell reference, Absolute cell reference, Range check, Length check, Chart, Axis label, Data value, Data legend, Pie chart, Column chart, Line chart	Unit 1: ME: Tonal Drawing of Half face – Subject specific vocabulary- tonal value, contrast, gradients, blending.	Relevant music vocabulary spellings to accompany the unit	New terminology. Key words and phrases.	Role Play: how does the body show emotions. Act out Angry/ sad/ happy/ worried/ nervous/sick/ bored etc
November	Blood Brothers Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	• Use language devices in their own writing to create an autobiographical non-fiction text • Language makes and Impact! Use adjectives and verbs to make the sentences interesting	Literacy—reading, selecting and recording information. Developing reasoned and justified points of view.	Reading/Talking and Listening/Comprehension/Question and Answer/Cloze Procedure/Summarize Information/Writing Frame/Sequencing/Complete Mind-map/Creative Writing/Understanding and Evaluation Questions.	Examination practice – command words – Describe, Explain, Outline, List, Evaluate, Discuss	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Key words and definitions	Complete Reading about Science Activity, Reward and display best work.	Pupils will, using the knowledge and skills obtained in Product Design 1, independently analyse a product and prepare a report on it.	• Condense and reduce the main nutrients, function and good sources. (C	Cybersecurity, Malware, Virus, Worm, Trojan horse, Spyware, Ransomware, Phishing, Identity theft, Vulnerabilities, Accidental threats, Organised crime, Hacktivist, Cyber criminal, Insider, Script kiddie, Vulnerability broker, Scammer, Phisher, Cyber terrorist, Social engineering, DoS, Botnet	Unit 1: ME: Artist examples- Pop Art Warhol/Lichtenstein/Colin Davidson Subject specific vocabulary and cultural references- symbolism, composition, media, Pop Art, facial expression, portraiture, texture and identity.	Presentation of pop Powerpoint	New terminology. Key words and phrases.	Literacy- Writing
December	Blood Brothers Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	Reading Non-fiction texts assessment	Comparing concepts and sources/ working collaboratively with peers/ observing, describing and recording information	Reading/Talking and Listening/Comprehension/Question and Answer/Cloze Procedure/Summarize Information/Writing Frame/Sequencing/Complete Mind-map/Creative Writing/Understanding and Evaluation Questions.	Understanding examination requirements – STATEMENT, CONSEQUENCE and ELABORATION	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Be able to explain answer on the board	Spelling homework, Learning key terms and definitions for assessment.	produce a written homework explaining its history, characteristics and influence.	• Analyse energy values and DRVs • Investigate and explain a range of food allergies and impact on health and the role of the hospitality industry	Binary, hexadecimal	Unit 1: ME: Artist examples- Pop Art Warhol/Lichtenstein/Colin Davidson Subject specific vocabulary and cultural references- symbolism, composition, media, Pop Art, facial expression, portraiture, texture and identity.	Relevant music vocabulary spellings to accompany the unit Oracy task – design a powerpoint about the life of a pop musician that was involved with drugs/alcohol/eating disorder to present to the class Reading - into the effects of drugs/alcohol/eating disorders on the body	New terminology. Key words and phrases.	Literacy writing Being Creative
January	Devising Project – Body Image use of verbal Drama Techniques - thought tracking, split scene and hot seating. Developing Subject specific vocabulary Developing skills in verbal response and evaluation Oral fluency: Practising pronunciation, intonation, and pacing for performance.	Purpose, Audience and Form Using techniques Drafting work Spelling, Punctuation and Grammar Speaking and Listening: Individual Presentations	Literacy—paraphrasing, observing, describing and recording information, listening/note-taking, working collaboratively with peers.	Reading/Talking and Listening/Comprehension/Complete Mind-maps/Paired and Group work/Understanding and Evaluation Questions/Question and Answer.	Reading for purpose – Responses to the Japan Tsunami in 2011	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Reading problem-type questions carefully to gain correct information	Learning command words for CRAFT assessment, CID SAM and RAV	Is timber farming beneficial for the environment? – Class discussion.	• Describe characteristics of different types of pastry and explain the pastry making process.	Website banners, navigation	Unit 1:ME: Creating Final portrait in four styles- Subject specific vocabulary – colour palette, mark making, expression, composition, impasto techniques.	Comprehension style questions in Music workbook Reading - Careers research into careers within the music industry, what is involved, salaries and qualifications/experience needed	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format
February	Devising Project – Body Image use of verbal Drama Techniques - thought tracking, split scene and hot seating. Developing Subject specific vocabulary Developing skills in verbal response and evaluation Oral fluency: Practising pronunciation, intonation, and pacing for performance.	Write a speech for a KS3 assembly to persuade Ms Stuart to reconsider making the pupils of the Girls' Model wear a school uniform.	Literacy—paraphrasing, observing, describing and recording information, listening/note-taking, working collaboratively with peers.	Reading/Talking and Listening/Comprehension/Complete Mind-maps/Paired and Group work/Understanding and Evaluation Questions/Question and Answer.		Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Reading problem-type questions carefully to gain correct information Key words/types of shape	Spelling homework, Learning key terms and definitions for assessment.	Questioning – tools, materials, working procedures, joints	Literacy – new terminology and spellings, structured writing.	Website banners, navigation	Shoe Design and Designers: Tonal Drawing High Heeled Shoe – Subject specific vocabulary. Design, process, surface texture, reflection, cast shadow.	Relevant music vocabulary spellings to accompany the unit Comprehension questions about music from around the world and different cultures	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format
March	Scripted Project – Shakers, Tea in a China Cup, Across The Barricades, Beautiful Inside and Teechers. Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	Understanding language Read, identify, annotate and respond. Year 10 Reading Assessment Using accurate spelling, punctuation and grammar	Literacy—paraphrasing, observing, describing and recording information, listening/note-taking, working collaboratively with peers.	Reading/Talking and Listening/Comprehension/Complete Mind-maps/Paired and Group work/Understanding and Evaluation Questions/Question and Answer.	PPQ practice – decoding questions and expectations in responses.	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Reading problem-type questions carefully to gain correct information	Spelling homework, Learning key terms and definitions for assessment.	Students will then write up their evaluations before word-processing them.	• Define goods and services and categorise examples.	Website banners, navigation	Shoe Design and Designers: Oil pastel of ed Vandy Massey shoes- Subject specific vocabulary- expressive mark making, saturation, layering, contrast.	Relevant music vocabulary spellings to accompany the unit Comprehension questions about music from around the world and different cultures	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format
April	Scripted Project – Shakers, Tea in a China Cup, Across The Barricades, Beautiful Inside and Teechers. Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	Assessment: S&L role play	Literacy—reading, selecting and recording information. Developing reasoned and justified points of view.	Reading/Talking and Listening/Comprehension/Complete Mind-maps/Paired and Group work/Understanding and Evaluation Questions/Question and Answer.	Essay writing – The Kobe quake, causes and impacts	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness		Spelling homework, Learning key terms and definitions for assessment.	Assessment of Clock Design and Manufacture plus Testing and Evaluation.	Literacy – new terminology and spellings, structured writing.	Chatbots, deepfakes, AI	Shoe Design- Research and Developing an idea: Building a Papier Mache structure Subject specific vocabulary relating to Shape, proportion, balance, stylization and creativity.	Presentation of pop Powerpoint	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format
May	Scripted Project – Shakers, Tea in a China Cup, Across The Barricades, Beautiful Inside and Teechers. Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	The 7 rules of comprehension and how to write PEE paragraphs	Literacy—reading, selecting and recording information. Developing reasoned and justified points of view.	Reading/Talking and Listening/Revision Techniques/Condense/Summarize/ Comprehension/Question and Answer.	Essay writing – The Kobe Quake – Responses, Planning and Preparation.	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Command words for algebra (linked to past papers)	Spelling homework, Learning key terms and definitions for summer examination Revising command words, CID SAM and RAV.	Revision of notes taken in class.	• Summarise job roles for effective family management. • Evaluate impact of family changes. • Discuss, summarise and present positives and negatives of working parents on family life. (C) • Explain advantages and disadvantages of methods of payment.	Mailmerge	Shoe Design- Research and Developing an idea: Building a Papier Mache structure – Subject specific Vocabulary- armature, layers, adhesive, papier mache, moulding, reinforcement and measuring.	Relevant music vocabulary spellings to accompany the unit	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format
June	Scripted Project – Shakers, Tea in a China Cup, Across The Barricades, Beautiful Inside and Teechers. Interpreting stage directions: Recognising how movement, tone, and gesture are guided by the script. Inferring meaning: Reading between the lines to understand subtext and character motivation. Exploring dramatic language: Recognising figurative language, rhetorical devices, and emotive vocabulary. Understanding register and tone: Identifying formal/informal language and how it reflects character or context. Dialect and accent: Recognising regional or period-specific language and its impact on performance. Oral fluency: Practising pronunciation, intonation, and pacing for performance. Active listening: Responding to cues, timing, and other actors' delivery. Dialogue delivery: Understanding rhythm, emphasis, and emotional nuance in speech.	Year 10 Summer Exam: Pupils will sit their English exam under timed conditions.	Literacy—reading, selecting and recording information. Developing reasoned and justified points of view.	Reading/Talking and Listening/Revision Techniques/Condense/Summarize/ Comprehension/Question and Answer.	Oracy opportunity – strategies for survival in an earthquake – making earthquake proof structures and then describing your strategy.	Reading – decoding, comprehension, vocab acquisition Writing – composition, grammar, translation Speaking – conversation, pronunciation, fluency Listening – comprehension, sound awareness	Key words and phrases Set out of a questionnaire – appropriate language Identifying reasons	Spelling homework, Learning key terms and definitions for assessment.	Test/Assessment	Literacy – new terminology and spellings, structured writing.	Digital Literacy, Esafety	Shoe Design: Design a Brand for shoe/Advertising Subject specific vocabulary- layout, imagery, design, marketing, logos and typography.	Relevant music vocabulary spellings to accompany the unit	New terminology. Key words and phrases.	• Talking and listening • Paired work • Group work • Whole class discussion • Research • Presenting information in a written format