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| **English**  **YEAR 10 GCSE Subject Curriculum Checklists** | **Maths** | **Chemistry** | **Biology** |
| **Topic:** Literature revisions and Language preparation.  **Checklist:**  □ Prepare resources for revision for your Literature GCSE.  □ Complete research tasks – for example, context points.  □ Progress with your own interpretations of texts – re-reading them, completing the provided exam style questions and creating your own exam questions (using the examples provided to help you) to develop your understanding of the texts.  □ Ensure you are ready for the Spoken Language Endorsement (unless you have completed this already). | **Topic:** Exploring FDP, Solving Equations, Probability, Statistics, Drawing Graphs & Vectors  **Checklist:**  □ Solve Quadratic Equations by factorising.  □ Understand why the equation of a quadratic graph makes it look like it does.  □ Be able to use the equation of a circle, with its centre at the origin.  □ Analyse data using averages and range (introducing: Quartiles). | **Topic**: Bonding, structure and the periodic table  **Checklist:**  □ I can draw dot and cross diagrams of compounds formed between Group 1 and Group 7 elements.  □ I can explain how electron transfer allows ionic bonding to occur in the compound  formed when a Group 1 metal reacts with a Group 7 non-metal.  □ I can draw dot and cross diagrams and ball and stick diagrams for H2, Cl2, O2, N2, HCl, H2O, NH3, and CH4.  □ I can recognise the structure of diamond and graphite from information provided in written or diagrammatic form**.** | **Topic:** Cells  **Checklist:**  □ I can describe the advantages and disadvantages of using a light and electron microscope.  □ I can explain how the main structures of cells are related to their functions  □ I can state the differences between osmosis and diffusion.  □ I can use osmosis to explain the effect of placing plant tissue in salt or sugar solutions. |
| **Physics** | **Sport** | **P.E ( Core)** | **Skills for Life** |
| **Topic:** Energy  **Checklist:**  □ I can describe a wide range of energy stores in different contexts.  □ I can apply the law of conservation of energy in straightforward situations.  □ I can calculate the gravitational potential energy store of a system using the mass gravitational field strength, and height.  □ I can use the law of conservation of energy to explain why efficiency can never be greater than 100%. | **Topic:** RO51 -Contemporary issues in Sport  RO53 - Sports Leadership  **Checklist:**  □ Understand the issues which affect participation in Sport  Know about the role of sport in promoting values  Understand the importance of hosting major sporting events  Know about the role of national governing bodies in sport.  □ Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership | **Topic:** Physical ME in PE  **Checklist:**  □ Demonstrating resilience and determination in completing a weekly fitness programme. Recording and monitoring progress  □ Able to comment on a wide range of rules associated with rounders  □ Able to comment on a wide range of rules associated with cricket  □ Understand the importance of umpires and referees. Can evaluate a performance of a referee. | **Topic:**. Emotional health and wellbeing and the use and impacts of social media  **Checklist:**  **□** Understanding how you can reframe negative thinking  □ Know a variety of strategies to promote mental health and wellbeing  □ Understand the influence of social media, it’s impacts, FOMO and online stress  □ Understand body image, how online media can affect this and forming positive relationships |

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| **History** | **Geography** | **French** | **German** |
| **Topic:** Anglo-Saxon and Norman England  **Checklist:**  □ Make sure to complete the work booklets issued by your teacher - there are 3 of them  □ Practice exam skills by completing extended writing tasks as set by your teacher  □ Use this time to develop revision resources for the units already taught (Medicine, WW1 medicine, AS + N England)  □ Complete all revision quizzes set on SMHW to consolidate knowledge | **Topic:** Fieldwork skills  **Checklist:**  □ To know the processes of a fieldwork investigation.  □ To understand the benefits of using secondary data in a fieldwork investigation.  □ To relate the importance of mathematical/graphical skills to geographic fieldwork.  □ To carry out a virtual fieldwork investigation. | **Topic**: Holidays and Future Plans  **Checklist:**  □ I can say what I do on holiday using past, present and future tenses.  □ I can narrate holiday disasters and my ideal holiday  □ I can book and review hotels.  □ I can discuss my future plans, after I have finished my education. | **Topic:** Holidays and Future Plans  **Checklist:**    □ I can talk about different types of holiday and express opinions, including justifications.  □ I can discuss experiences I have on holiday in at least 3 different tenses.  □ I can describe where I live and discuss the advantages and disadvantages of living in different types of area.  □ I can discuss my future plans, after I have finished my education**.** |
| **RE** | **Psychology** | **Sociology** | **Business** |
| **Topic:** Muslim Beliefs  **Checklist:**  □ I can explain the nature of Allah.  □ I can explain Muslim beliefs about Prophethood.  □ I can explain Muslim beliefs about angels and the afterlife.  □ I can explain the Sunni and Shi’s articles of faith. | **Topic:** Sleep and Dreaming  **Checklist:**  □ I can identify and explain the key concepts.  □ I can explain Freud’s theory of dreaming using the key terms.  □ I can explain the activation synthesis theory of dreaming using the key terms.  □ I can apply my knowledge of sleep and dreaming to sleep treatments and techniques. | **Topic:** FAMILY (10C)  **Checklist:**  □ Describe and give examples of different family forms  □ Explain reasons why family forms have changed and become more diverse in the UK  □ Describe and give reasons for the changing roles of women, men, children and grandparents in the family  □ Discuss and compare different views on the role of the family, including Marxism, Feminism, Functionalism and New Right.  **Topic:** Research methods (10B)  **Checklist:**  □ Identify different types of data, using key terms  □ Identify practical and ethical issues involved in research  □ Give strengths and weaknesses of questionnaires, observations and interviews  □ Name and discuss advantages and disadvantages of different types of sampling techniques | **Topic:** 1.2 Spotting a Business Opportunity  **Checklist:**  **□** To understand different types of market research (primary and secondary)- DEFINE and Advantages and disadvantages of different methods  □ To know the difference between qualitative and quantitative data  □ To understand the competitive environment  □ Recap market segmentation and market maps |
| **Drama** | **Dance** | **Music** | **Art** |
| **Topic:** Live Performance and Set Texts  **Checklist:**  □ I have a good knowledge and understanding of the storyline of The Woman in Black and Blood Brothers.  □ I can explain character relationships in The Woman in Black and Blood Brothers.  □ I can explain how Light/ Sound/ Costume and Props are used to communicate meaning in a live performance.  □ I can use keywords in Drama to answer questions on a live performance. | **Topic:** Performing Dance / Analysing professional works and creating choreographic ideas through set stimuli.  **Checklist:**  □ I have a good knowledge and understanding of the 6 professional works, set by AQA.  □ I can explain how these works use lighting, music, costume, structure and choreographic movement in order to convey the choreographic intent.  □ I can perform the 2 solo set phrases, previously taught to a high standard, focusing on my physical, technical, expressive and mental based dance skills.  □ I can use relevant terminology when discussing my ideas around my own dance ideas. | **Topic:** Performing, composition, listening/appraising  **Checklist:**  □ To learn my solo performance completely so that it is ready for recording in September and to make good progress with learning your part for your ensemble performance, ready to record in October.  □ To continue to develop your composition skills. Use your instrument/voice to compose your own songs at home. Also try using the music notation sites and software we have suggested on SMH.  □ To continue to develop an excellent knowledge and understanding of the following set works: Defying Gravity, Star Wars, Brandenburg Concerto  □ To develop a basic knowledge of the key features of all the remaining set works: Music For a While, Pathetique Sonata, Killer Queen, Release, Samba Em Preludio.  Students should complete lessons and tests on focus on sound, via the musicfirst website. | **Topic:** Independent Sustained Investigation: Mock Exam Paper  **Checklist:**  □ Through investigations during Mock Exam preparation work students will learn about the successful elements of creating a GCSE project. (Mindmap, moodboard/visual resources, initial drawings, development of ideas, experimenting with media, improving techniques and ideas, evaluating artist’s work, linking own work to artist influence, planning and presenting a final piece  □ To create a range of development work that links to their chosen idea and artists.  □ Being experimental and creative when drawing and painting, demonstrating understanding of visual language and refining work as it progresses.  □ Planning and creating a piece of work that demonstrates the best of the techniques, ideas and artists they have discovered so far. |
| **Product Design/Graphics** | **3D Design** | **Food Technology** | **Cope** |
| **Topic:** Materials - Woods and Composites  Moving Toy Design - Mini NEA  **Checklist:**  □ Recall key facts relating to materials and difference between timber/composites.  □ Research existing products, clear analysis using ACCESS FM and annotate how information impacts on own designs.  □ Design in 2D a range of moving toys, using annotation, key vocabulary, exploring moving mechanisms.  □ Create a range of detailed models looking at shape, form and scale. Created from found materials such as cardboard, plastic, paper to demonstrate concepts. | **Topic:** Flora and Fauna  **Checklist:**  **□** Collect a range of stimulus from nature, this should include annotation for choices.  □ Research Artists looking at main features and recreating the artists style.  □ Create a range of designs, these should be rendered and must Explore a range of media techniques these can include the use natural materials to create colour and texture.  □ Create a series of models from waste materials such as card, paper, plastics around the theme of masked ball. | **Topic:** Food Provenance  **Checklist:**  □ Explain the benefits of using food in season.  □ List the advantages and disadvantages of free range and organic farming.  □ Understand what food security is and what factors affect it.  □ Cooking dishes using in season / sustainable ingredients. | **Topic:** Module 4 Independent living  **Checklist:**  □ Recall key facts relating to materials and difference between timber/composites.  □ Collect a range of stimulus from nature, this should include annotation for choices. & explain the benefits of using food in season.  □ Find out how to deal with Gas, Electric and Water supplies  □ List the advantages and disadvantages of free range and organic farming.  □ Develop knowledge of washing machine symbols and be able to carry out washing at home.  □ Design in 2D a range of moving toys, using annotation, key vocabulary, exploring moving mechanisms. |
| **Child Development** |
| **Topic:** Breast and bottle-feeding, understand the advantages and disadvantages of breast, and bottle feeding for a newborn baby.  **Checklist:**  □ I have a good knowledge of how a breast functions to produce breast milk  □ I can explain the advantages and disadvantages of breast feeding, including expressing milk.  □ I can explain the advantages and disadvantages of bottle feeding, including an understanding of the importance of hygiene.  □ I have considered both breast and bottle feeding and can form a plan for combining the two methods to support the baby and the mother. |