

Co-op Academy North Manchester
Curriculum Overview Year 10

Jump to: [Art](#) [Business](#) [Citizenship](#) [Citizenship GCSE](#) [Computer Science](#) [Digital IT](#) [English](#) [Enterprise](#) [French](#) [Health & Social Care](#) [History](#) [Hospitality & Catering](#) [Geography](#) [Maths Foundation](#) [Maths Higher](#) [Music](#) [PE](#) [Religious Studies](#) [Science](#) [Spanish](#) [Sociology](#) [Textiles](#)

Art	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Cells and Bacteria	Identity	Identity	Identity	Mock	Mock
Knowledge	Skills building Artist research	Artist Research Primary Source Drawing Photography	Experimenting with materials Digital Imaging Artist inspired piece	Own Response Annotation linking to artist as well as own work	Crowded & Light and Dark. How to introduce a topic Artist Research Drawing - Primary and Secondary	Crowded & Light and Dark. Experimenting with materials Development of Ideas
Understanding: Concepts / Disciplinary Knowledge	Annotation - developing literacy in art.	Drawing from observation - primary and secondary sources	Exploring processes, skills and materials	Personal response to creating own artwork	Deeper thinking and making artist connections in own response.	Use of tools Planning and development.
Homework	Reflective annotation of techniques and own work. Pre reading tasks.	Pre reading artist information. Practising and developing skills and techniques.	Pre reading tasks. Technique analysis. Artists copies. Moodboard.	Planning and development of ideas. Deeper thinking and making artist connections in own	Artist research - analysis, own response and copies. Ideas development.	Exam preparation. Refinement of YR10 sketchbook.

Co-op Academy North Manchester
Curriculum Overview Year 10

	Moodboards.			response.		
Assessment	Body of work - AO1, AO2, AO3 & AO4.	Body of work - AO1, AO2, AO3 & AO4.	Body of work - AO1, AO2, AO3 & AO4.	Body of work - AO1, AO2, AO3 & AO4.	Body of work - AO1, AO2, AO3 & AO4.	Body of work - AO1, AO2, AO3 & AO4.
CEAIG	Scientific illustrator 3D installations Art therapist	Photographer Graphic designer	Fine artist	Art Therapist Visual Artist	Life Drawing Sculptor	Set Design Commissioned artist
How to help at home	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.	Encourage your child to practice skills at home and engage in home learning tasks. Watch youtube tutorials. Work on coursework in a sketchbook.
Wider Reading	The Machinery of Life - David Goodsell Everything Epoxy Resin Arts: For Beginners: An A-Z Guide to Mastering Everything You Need to Know to Start Creating Beautiful Epoxy Art -	The Complete Beginners Guide To Photography: Everything you need to know to take great photographs The Digital Darkroom: The Definitive Guide to Photo Editing -	Frida Kahlo. The Complete Paintings - Luis-Martín Lozano, Andrea Kettenmann Black Artists Shaping the World - Sharna Jackson and Zoé Whitely	Women's Art Work: More Than 30 Female Artists Who Changed the World - Sophia Bennett	This will be relevant to exam questions above and linked to artists given in each scenario on offer.	This will be relevant to exam questions above and linked to artists given in each scenario on offer.

Co-op Academy North Manchester
Curriculum Overview Year 10

	Angela Mitchell	James Abbott				
--	-----------------	--------------	--	--	--	--

GCSE Business	HT1	HT2	HT3 / 4	HT5	HT6
Topic(s)	Enterprise and Entrepreneurship	Spotting a business opportunity	Putting business ideas into practice	Making a business effective	Influences on business
Knowledge	The dynamic nature of business Entrepreneurship Risk and Reward Business Enterprise	Customer Needs Market Research Market Segmentation The competitive environment	Business aims and objectives Business revenue, costs and profits Break even Cash and cash flow Sources of business finance	The options for small businesses Business location The Marketing Mix (Product, Price, Promotion and Place) Business Plans	Business stakeholders Technology and business Legislation and business The economy and business External influences
Understanding: Concepts / Disciplinary Knowledge	Explain the role of business enterprise and the purpose of business activity in terms of producing goods or services	Evaluate ways that a business meets customer needs including price, quality, choice and convenience	Explain and give examples to demonstrate the difference between a business aim and a business objective and give examples of appropriate aims and objectives for a given business	Evaluate forms of ownership for different business contexts, considering the implications of	Evaluate the relationship a business has with its stakeholders, in terms of managing conflicting interests

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>and meeting customer needs</p> <p>Explain how businesses add value through convenience, branding, quality, design and creating a unique selling point</p> <p>Understand the impact of risk on business activity in terms of business failure, financial loss and lack of security</p> <p>Understand the potential rewards of business activity including business success, profit and independence</p> <p>Analyse the different ways that business add value to the products or services</p> <p>Evaluate the role of an entrepreneur in</p>	<p>Analyse the impact of meeting customer needs on a business in terms of generating sales and ensuring survival and growth</p> <p>Justify appropriate methods of conducting market research to ensure appropriate and reliable data is collected</p> <p>Evaluate the use and limitations of market mapping to identify gaps in a market</p> <p>Evaluate the impact of competition on business decision making</p>	<p>Understand that business start-ups are likely to have different aims and objectives than established businesses</p> <p>Understand that financial aims and objectives for start-ups will differ from non-financial aims and objectives</p> <p>Give examples of appropriate financial and non-financial aims for business start-ups</p> <p>Explain why businesses have different aims and objectives, supported with appropriate examples</p> <p>Explain, give examples, and calculate business revenue, fixed costs, variable costs and total costs</p> <p>Calculate profit or loss for a business</p> <p>Understand that interest rates change as the risk changes</p> <p>Calculate complex interest questions</p> <p>Explain examples of circumstances when businesses may save money or borrow money</p> <p>Plot and understand a break-even graph</p> <p>Identify the break-even output, the margin of safety (if one exists) and any loss or profit</p>	<p>liability</p> <p>Analyse and evaluate the factors of location for different businesses</p> <p>Evaluate how the elements of the marketing mix work together:</p> <p>Evaluate the purpose of a business plan in minimising risk and obtaining finance</p>	<p>and objectives</p> <p>Evaluate the influence of technology on business activity</p> <p>Analyse the implications of business legislation on businesses</p> <p>Evaluate the impact of the economic climate on business activity</p> <p>Evaluate the possible responses by a business to external influences</p>
--	--	--	--	--	--

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>starting and growing a successful business</p> <p>Analyse reasons why a business might fail</p> <p>Evaluate the importance of being able to respond and adapt to a dynamic business environment</p>				
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based
Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term
CEAIG	Business Development Manager	Business Development Manager	Marketing Manager	Investment Analyst	Actuary
How to help at home	<p>Discuss your child's business idea and how they could achieve it</p> <p>Use their revision guide to revise for upcoming assessments Click</p>	<p>Students can access Seneca to build on existing knowledge. Click here</p> <p>Use their revision guide to revise for upcoming</p>	<p>Take a walk around your local area and note which businesses have set up within the locality. Discuss these businesses with your child and ask them why they think they have decided to set up their business there.</p> <p>Use their revision guide to revise for</p>	<p>Take the skills test to see what your ideal job is!</p> <p>Click here</p> <p>Use their revision guide to revise for upcoming</p>	<p>Discover a world of business activities that your child can do independently using the following link: Click here</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	here	assessments Click here	upcoming assessments Click here	assessments Click here	Use their revision guide to revise for upcoming assessments Click here
Wider Reading	The Young Entrepreneur's Guide to Starting and Running a Business: Turn Your Ideas into Money! By Steve Mariotti	What is a business development manager? Click here	How to Start Your Very First Business: by Warren Buffett	What is an investment analyst? Click here	What is an actuary? Click here

English	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Family Poetry	Romeo and Juliet	Blood Brothers	Language - Fiction	Language - Non Fiction	Rhetoric - speaking and listening
Knowledge	Poetic methods Theme Comparison	Shakespearean context Characters Theme	Musical conventions Dramatic devices Character Theme	Figurative language Structural features Descriptive methods and techniques	Figurative language Structural features Rhetoric Form and purpose	Conventions of speech Structuring a speech Delivery

Co-op Academy North Manchester
Curriculum Overview Year 10

				Narrative voice Technical accuracy	Technical accuracy	
Understanding: Concepts / Disciplinary Knowledge	Family Relationships Conflicting emotion Memory	Conflict Love Death Honour and Reputation Fate	Society Class Social inequality Relationships Violence	Unseen Criticality Purpose and effect	Persuasion Argument Synthesis and comparison Purpose and effect	Purpose and effect Communication Influence Persuasion
Homework	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Quotation revision Exam Paper 1 practice	Weekly google quizzes Quotation revision Exam Paper 2 practice	Drafting and editing of speech Speech rehearsal
Assessment	Comparison of poetry Non-fiction response based on poetic stimulus	Extract to text assessment - character Extract to text assessment - theme Descriptive writing	Extract to text assessment - character Extract to text assessment - theme Non-fiction response based on play's themes	Mock paper	Mock paper	Speech

Co-op Academy North Manchester
Curriculum Overview Year 10

CEAIG	Education	Theatre and the arts	Social work and social justice	Writer	Journalist	Media and PR
How to help at home						
Wider Reading						

Enterprise	HT1 / 2	HT3 / 4	HT5 / 6
Topic(s)	Exploring Enterprises	LIVE PSA Windows 1	Planning and Presenting a Micro Enterprise Idea
Knowledge	Size and features of SMEs Sectors and business models Aims and Objectives of enterprises Skills and characteristics of entrepreneurs Primary market research methods Secondary market research methods Understanding customer needs Understanding competitor behaviour Suitability of market research methods	The assignment for this component consists of three tasks. <ul style="list-style-type: none"> In response to Task 1, learners will use the information provided on the sectors to select and research an appropriate enterprise and their associated entrepreneur(s), exploring how the activities of the enterprise and the skills and characteristics of the entrepreneur(s) help the enterprise to achieve their aims. In response to Task 2, learners will investigate the market research methods 	Choosing ideas for a micro enterprise Structure aims and objectives Marketing Finance Risk assessment Production of presentations Delivery of presentations Reviewing of presentations

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>Political and Economic factors</p> <p>Social and technological factors</p> <p>Strengths and weaknesses</p> <p>Opportunities and threats</p>	<p>currently used by their chosen enterprise and explore the information this provides the enterprise on their customers and competitors, making recommendations for improvements to these methods.</p> <ul style="list-style-type: none"> • In response to Task 3, learners analyse PEST and SWOT factors to make supported judgements on the actions the enterprise could take and make supported judgements on opportunities and threats as a result. 	
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.</p> <p>Understand the different sectors and business models and how their aims and objectives impact the activities to support enterprises</p> <p>Understand the reasons why entrepreneurs start their own enterprise / impact of the skills and characteristics to support the aims.</p> <p>Understand the benefits and drawbacks of a range of primary research methods used by enterprises.</p> <p>Understand customer needs - the importance</p>	<p>During the beginning of this half term students will complete a mock assessment for component 1. Students will complete the PSA which was released in October as a trial assessment. Students will be provided with 6 hours of monitored preparation time and 5 hours of supervised assessment time</p> <p>After the mock has been completed and the PSA for February has been released students will complete the live assessment for component 1. Students will be provided with 6 hours of monitored preparation time and 5 hours of supervised assessment time</p>	<p>Generating ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea</p> <p>Draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget:</p> <p>Selection of relevant information and logical sequencing of information and ideas.</p> <p>Deliver an effective business presentation</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>of the information that primary and secondary research methods can provide information about customers.</p> <p>Understand competitor behaviour - understanding the market and competitive advantage</p> <p>Explore the suitability of market research methods that could help the enterprise in gaining information</p> <p>Make recommendations for actions that enterprises could take based on research and analysis of the given factors / analyse the suitability of recommendations according to positive and negative impacts on costs and revenues</p> <p>Analyse the impact of the strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises / analyse the ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues.</p>	<p>This assessment is worth 30% of the students final grade in Y11</p>	
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based
Assessment	Exam(s) using the range of skills from this half term	Completion of the Live PSA Task 1	Exam using the range of skills from this half term
CEAIG	Business advisor	Business advisor	Marketing Manager

Co-op Academy North Manchester
Curriculum Overview Year 10

How to help at home	Discuss your child's homework with them and support where possible Use their revision guide to revise for upcoming assessments Click here	Support them in preparing for their controlled internal assessment. Use their revision guide to revise for upcoming assessments Click here	Discuss your child's homework with them and support where possible Use their revision guide to revise for upcoming assessments Click here
Wider Reading	What is a business advisor? Click here	How to support your child through their GCSEs Click here	What is a marketing manager? Click here

French	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	De la Ville à la Campagne	De la Ville à la Campagne	Le grand Large	Le grand Large	Au collège	Au Collège
Knowledge	<ul style="list-style-type: none"> • Weather • Transport • Places in the town and what to do there • Directions 	<ul style="list-style-type: none"> • Simple future tense and future plans • Community projects- using three tenses together 	<ul style="list-style-type: none"> • Holiday activities <ul style="list-style-type: none"> • Conditional tense- ideal holiday • Booking and review hotels 	<ul style="list-style-type: none"> • Ordering in a restaurant • Travelling and buying souvenirs • Disastrous holiday- past tenses 	<ul style="list-style-type: none"> • School subjects, facilities and timetable • Comparing UK and French schools • School rules and uniform 	<ul style="list-style-type: none"> • Healthy living and vices- imperative • School exchange
Understanding: Concepts / Disciplinary Knowledge	<ul style="list-style-type: none"> • Describing your town/region and giving opinions • Role-play- giving directions 	<ul style="list-style-type: none"> • Describing what you will do in the future in your town • Describing past, present and future 	<ul style="list-style-type: none"> • Describing an ideal holiday in the conditional • Role-play- booking a hotel 	<ul style="list-style-type: none"> • Describing a past holiday • Role-play- restaurant 	<ul style="list-style-type: none"> • Giving opinions on school life, contrast with the French school system 	<ul style="list-style-type: none"> • Describing vices and the importance of healthy living

Co-op Academy North Manchester
Curriculum Overview Year 10

		community projects				
Homework	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning
Assessment		End of Unit exam		End of Unit exam		End of Unit Exam Mock examinations
CEAIG		Voluntary work and community projects to gain experience.	Links to careers in the travel industry.	Links to careers in the travel industry.	Link to post-16 routes of study in France.	Discussing healthy living to support healthy learning.
How to help at home	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize
Wider Reading	BBC Bitesize Click here for activities on tourism in France	Watch this video on the simple future tense	Revise this topic here using these activities	Revise the passé composé here Click here for an excellent website with activities- including this one on ordering in a restaurant	Watch this video on the differences between French and Uk schools	Watch this YouTube channel for model answers on a range of topics- including this one on healthy lifestyle

Co-op Academy North Manchester
Curriculum Overview Year 10

BTEC Digital IT	HT1 / 2	HT3 / 4	HT5 / 6
Topic(s)	User Interface, Design Principles and Project Planning Techniques	LIVE PSA Windows 1	Collecting, Presenting and Interpreting Data
Knowledge	<p>User Interfaces</p> <p>Factors and Influences</p> <p>Audience Needs</p> <p>Design Principles</p> <p>Design Psychology</p> <p>Designing efficient user interfaces</p> <p>Project Planning Techniques</p> <p>Creating project plans</p> <p>Initial designs</p> <p>Developing a user interface</p> <p>Refining a user interface</p>	<p>The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> In response to Task 1, learners will complete a project proposal template using a project proposal brief, taking into consideration the purpose and audience, project requirements, user accessibility needs and any constraints. They will use software to create a project plan using project planning and design methodologies and taking into consideration the project proposal brief and overall timescales for the project. In response to Task 2, learners will design an initial user interface for four screens of a user interface that meet user requirements and user accessibility needs and other specific hardware and software needs and design considerations. In response to Task 3, learners will use their initial design to develop a working prototype of the four screens of the user 	<p>Characteristics of data and information</p> <p>Representing information</p> <p>Ensuring data is suitable</p> <p>Data collection</p> <p>Quality of information and impact</p> <p>Sectors that use data modelling</p> <p>Spreadsheets basics</p> <p>Data manipulation methods</p> <p>Other processing methods</p> <p>Producing a dashboard</p> <p>Pivot Tables</p> <p>Concluding and reviewing presentation methods</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

		<p>interface that meet user requirements and user accessibility needs.</p> <ul style="list-style-type: none"> ● In response to Task 4, learners will review their user interface and project planning techniques. Their review will be against the following criteria – user requirements, ease of use, design principles and accessibility features. In addition, learners will suggest improvements to better meet audience needs. 	
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Understand the different types of interface and how they vary across uses, devices and platforms</p> <p>Understand the varying needs of the audience and how they affect both the type and the design of the interface.</p> <p>Understand how design principles provide both appropriate and effective user interaction with hardware devices.</p> <p>Understand the techniques that can be used to improve both the speed and access to user</p> <p>Understand project planning techniques used to develop a project proposal and project plan</p>	<p>During the beginning of this half term students will complete a mock assessment for component 1. Students will complete the PSA which was released in October as a trial assessment. Students will be provided with 6 hours of monitored preparation time and 5 hours of supervised assessment time</p> <p>After the mock has been completed and the PSA for February has been released students will complete the live assessment for component 1. Students will be provided with 6 hours of monitored preparation time and 5 hours</p>	<p>Understand how data is collected and used by organisation and its impact on individuals</p> <p>Understand the concepts of data and that data is meaningless without converting it into information by adding structure and context.</p> <p>Understand the different ways of representing information and will be able to explain situations where they would be used</p> <p>Understand the methods that can be used to ensure data input is suitable and</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>for the development of a user interface for a given brief.</p> <p>Understand how to produce an initial design using design principles.</p> <p>Understand how to use their design to produce a user interface.</p> <p>Understand how to review the success of the user interface and the use of their chosen project planning techniques</p>	<p>of supervised assessment time</p> <p>This assessment is worth 30% of the students final grade in Y11</p>	<p>within boundaries so that it is ready to be processed</p> <p>Understand the different types of data collection methods, the strengths and weaknesses of each, how data collection features affect its reliability and how the collection of data could be improved</p> <p>Understand the factors that affect the quality of information and how different types of data are used by organisations for data modelling.</p> <p>Understand the different threats that face individuals who have data stored about them.</p>
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based
Assessment	Exam(s) using the range of skills from this half term	Completion of the Live PSA Task 1	Exam using the range of skills from this half term
CEAIG	User experience (UX) designer	User experience (UX) designer	Data Scientist
How to help at home	<p>If students have access to a laptop/PC they can create their own websites using the free software: https://www.wix.com/</p> <p>Use their revision guide to revise for upcoming assessments Click here</p>	<p>Support them in preparing for their controlled internal assessment.</p> <p>Use their revision guide to revise for upcoming assessments Click here</p>	<p>If students have access to a laptop/computer please allow them to explore Google Sheets</p> <p>Use their revision guide to revise for upcoming assessments Click here</p>
Wider Reading	Web Design for Teens by Maneesh Sethi	How to support your child through their GCSEs Click here	What is a data scientist? Click here

Co-op Academy North Manchester
Curriculum Overview Year 10

Citizenship	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Life events	Financial management	Should the government pay for everything we need?	Is the UK really democratic?	Should the UK be an isolationist nation?	How can I make my voice matter?
Knowledge	Cancer Miscarriages Bereavement	Gambling Debt - credit/debit cards Budgeting - mortgages and savings	Role of Local Council Public money Regeneration project	Democracy Democracy Vs Non democracy case study Monarchy (Does the monarchy undermine democracy?)	Commonwealth UN EU (Brexit)	Gov vs Parliament Political ideologies Election campaign
Understanding: Concepts / Disciplinary Knowledge	Physical health Mental health Health prevention	Online safety	Impact: Democracy and power Influencing change	Advocacy: Democracy and power Equality and diversity	Critical assessment: Democracy and power Law and justice	Advocacy: Democracy and power Influencing change
Homework	Winston's Wish poster, leaflet or flyer	Google Quiz - Money Matters	Google quiz	Democratic or undemocratic case study	Poster to show the benefits of being in the Commonwealth or leaving the EU	Advocacy method

Co-op Academy North Manchester
Curriculum Overview Year 10

Assessment	Writing to advise	Writing to inform	Writing to inform	Writing to evaluate	Writing to analyse	Speech
CEAIG	Oncologist	Financial advisor	Town planner	Members of parliament	Foreign office jobs	Campaign managers
How to help at home	Discuss with your student the different ways they can access support if they are worried about any of the topics covered in this half term	Discuss with your student how you manage household bills	Discuss with your student the ways your local council has dealt with issues in your local area	Discuss with your student your views on the role of the Monarchy in the UK	Create revision materials e.g. flashcards, quizzes, mind maps etc.	Discuss with your student the political topics that matter most to you and why
Wider Reading	A Mind Full of Grief: A bereavement guide for teenagers and young adults Clare Shaw	Life Skills for Young Adults (Paperback) Ferne Bowe	Here I Stand: Stories that Speak for Freedom	The Other Side of the Truth - Beverley Naidoo	Top Revision Tips: https://www.bbc.co.uk/bitesize/articles/zw8qpbk	I am Malala - Malala Yousafzai

Citizenship GCSE	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Theme A - Living Together in the UK	Theme A - Living Together in the UK	Theme B - Democracy at work in the UK	Theme B - Democracy at work in the UK	Theme C - Law and justice	Theme C - Law and justice
Knowledge	EQ – What is happening to the UK population? <ul style="list-style-type: none"> ● Migration 	EQ – Is Britain unequal? <ul style="list-style-type: none"> ● Political Rights ● Legal Rights 	EQ - Why does voting matter to me? <ul style="list-style-type: none"> ● Government 	EQ - Is the UK democratic? <ul style="list-style-type: none"> ● Parliament and government 	EQ - What is the law for and how does it affect us? <ul style="list-style-type: none"> ● The role of law 	EQ - Is crime increasing in society? <ul style="list-style-type: none"> ● Factors

Co-op Academy North Manchester
Curriculum Overview Year 10

	<ul style="list-style-type: none"> • Seeking Asylum • Migration Source comparison <p>EQ – How do our roots affect us?</p> <ul style="list-style-type: none"> • Why are our roots diverse? • Being British <p>EQ – Are communities in the UK always cohesive?</p> <ul style="list-style-type: none"> • The British Values • British Values and communities • Discrimination • 15-mark community question <p>EQ - How does local democracy work?</p> <ul style="list-style-type: none"> • Who represents us? • The local council • What the local council does • The development 	<ul style="list-style-type: none"> • Employment Rights • Consumer Rights • When are rights not equal? • Why is the rule of law necessary in a democracy? • Rights and responsibilities • Checks and Balances <p>EQ – When do we need to advocate for Human Rights?</p> <ul style="list-style-type: none"> • Advocating for HRs • Amnesty International • Terrorism • GBAY • Extremism • Freedom of Speech 	<p>and leadership</p> <ul style="list-style-type: none"> • History of voting • Who can vote? • How does politics affect me? • Voting systems <p>EQ - Should everyone have a political ideology?</p> <ul style="list-style-type: none"> • Becoming an MP • Political ideologies • Manifestos and coalition <p>EQ - Do we really have parliamentary sovereignty?</p> <ul style="list-style-type: none"> • The constitution and Magna Carta • UK constitution • European Union and Brexit 	<ul style="list-style-type: none"> • The Monarchy • Democratic/un democratic - Monarch • House of Lords and House of Commons <p>How are laws made?</p> <p>EQ - Is devolution a benefit to the UK?</p> <ul style="list-style-type: none"> • Taxation • Local government • Devolution • Devolution 15 marker 	<p>in everyday life in dealing with complex problems</p> <ul style="list-style-type: none"> • Criminal responsibility • Principles and sources of law • Difference between the UKs justice systems <p>EQ - How does the justice system work?</p> <ul style="list-style-type: none"> • Civil Vs Criminal Law • Roles within the CJS • Roles of Citizens within the CJS • Court Systems • Tribunals and mediation • Youth Justice 	<p>affecting crime rates</p> <ul style="list-style-type: none"> • Police recorded crime • Reducing crime rates • Reoffending • Aims of punishments and sentencing • Retribution VS Rehabilitation • 15 Mark question – impact of punishments
--	--	---	--	---	--	--

Co-op Academy North Manchester
Curriculum Overview Year 10

	<ul style="list-style-type: none"> of HRs Rights of the elderly and housing 15 Mark Question – council, migration and BV 					
Understanding : Concepts / Disciplinary Knowledge	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Identity British Values Community Diversity 	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Rights Responsibilities Equality 	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Democracy Politics Authority 	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Democracy Politics Authority 	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Law Justice Crime Punishment 	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> Law Justice Crime Punishment
Homework	<p>EQ1</p> <ul style="list-style-type: none"> Commonwealth Wind Rush 12 Mark Q <p>EQ2</p> <ul style="list-style-type: none"> Identity as a problem <p>EQ3</p> <ul style="list-style-type: none"> Patriotism Exam Questions <p>EQ4</p>	<p>EQ1</p> <ul style="list-style-type: none"> CRC Rule of Law and the Magna Carta Terrorism <p>EQ2</p> <ul style="list-style-type: none"> Amnesty Case Study Positive Extremism and Free Speech 	<p>EQ1</p> <ul style="list-style-type: none"> Votes at 16 First Black man to vote <p>EQ2</p> <ul style="list-style-type: none"> The UKs youngest MP Coalition case study <p>EQ3</p> <ul style="list-style-type: none"> Magna Carta and theme A Brexit case 	<p>EQ1</p> <ul style="list-style-type: none"> The key roles with the Houses Most recent law case study <p>EQ2</p> <ul style="list-style-type: none"> Where has Manchest council spent our taxes? Devolution 12 marker 	<p>EQ1</p>	<p>EQ1</p> <ul style="list-style-type: none"> How else is crime recorded? 6 Mark comparison Death Penalty

Co-op Academy North Manchester
Curriculum Overview Year 10

	<ul style="list-style-type: none"> Political parties 	for social action	study		<ul style="list-style-type: none"> Age of criminal responsibility case study Rule of Law (Principles) EQ2 <ul style="list-style-type: none"> Principles of Law in practice Employment rights and tribunals 	
Assessment	Theme A adapted assessment to assess: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship concepts, terms and 	End of Theme assessment from paper 1: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship 	Theme B adapted assessment to assess: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship 	End of Theme assessment from paper 1: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship 	Theme C adapted assessment to assess: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship concepts, terms and 	End of year test paper 1: A01 <ul style="list-style-type: none"> Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A02 <ul style="list-style-type: none"> Apply knowledge and understanding of citizenship

Co-op Academy North Manchester
Curriculum Overview Year 10

	issues to contexts and actions.	<p>concepts, terms and issues to contexts and actions.</p> <p>A03</p> <ul style="list-style-type: none"> Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated 	concepts, terms and issues to contexts and actions.	<p>concepts, terms and issues to contexts and actions.</p> <p>A03</p> <ul style="list-style-type: none"> Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated 	issues to contexts and actions.	<p>concepts, terms and issues to contexts and actions.</p> <p>A03</p> <ul style="list-style-type: none"> Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated
CEAIG	<p>Councillor</p> <p>Mayor</p> <p>Community officer</p> <p>Youth worker</p> <p>Border Force</p> <p>Immigration officer</p>	<p>Member of Parliament</p> <p>Housing officer</p> <p>Project Officer</p> <p>Marketing officer</p>	<p>The Electoral Commission</p> <p>Census worker</p> <p>Political party agent</p>	<p>HMRC Tax officer</p> <p>Civil Servant</p> <p>Treasury officer</p>	<p>Parole officer</p> <p>PSCO</p> <p>Police officer</p> <p>Magistrate</p> <p>Solicitor/Barrister</p> <p>Judge</p>	<p>Rehabilitation support worker</p> <p>Social worker</p> <p>Prison officer</p> <p>https://jobs.justice.gov.uk/agency/hm-prisons-probations-</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

						service/
How to help at home	Talk to your student about your roots and culture. What makes up your identity, has it changed?	Discuss if you have ever had support from a group such as the citizens advice bureau or local council support. Why are they necessary?	Consider the voting age, does it need to change? Should voting be online? Why? Should not voting be a criminal offence? Why?	Discuss the pros and cons of a monarchy, are they worth the money? Why? Ask your child about the role of the monarch	Look at a newspaper with your student, which articles look at crime and punishment? Why is it so common to see news stories about increasing crime rates?	Consider with your student if our criminal justice system works? How could it be improved?
Wider Reading	If You Were Me - Sam Hepburn Jubilee by Shelley Harris	Here I Stand: Stories that Speak for Freedom	The Voting Booth by Brandy Colbert	Punching the Air by Ibi Zoboi and Yusef Salaam	The Sin Eater's Daughter - Melinda Salisbury	Small Great Things – Jodi Picoult

GCSE Computer Science	HT1	HT2	HT3	HT4	HT5/6
Topic(s)	Systems Architecture	Data Representation	Networks	Network Security & Systems Software	Impacts of Digital Technology
Knowledge	Architecture of the CPU CPU Performance Memory Secondary Storage	Units and Binary numbers Binary arithmetic Hexadecimal Characters	The internet Wide Area Networks Local Area Networks Client Server and Peer to Peer	Network Threats Preventing Vulnerabilities Operating Systems	Ethical and cultural issues Environmental issues Legislation and privacy

Co-op Academy North Manchester
Curriculum Overview Year 10

		Images Sound Compression	Standards protocols and layers	Utility Software	
Understanding: Concepts / Disciplinary Knowledge	<p>Understand the purpose of the CPU including the fetch-execute cycle.</p> <p>Understand the role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle whilst developing their knowledge of the purpose of each register, what it stores (data or address).</p> <p>Understand how the cache, cores and clock speed can affect CPU performance. They will be introduced to the role of each</p>	<p>Define the terms bit, byte, kilobyte, megabyte, gigabyte</p> <p>Understand that data needs to be converted into a binary format to be processed by a computer</p> <p>Add two 8-bit binary integers</p> <p>Understand the term 'character set'</p> <p>Understand how a bitmap graphic is made up of individual pixels</p> <p>Explain how each pixel is represented in binary</p>	<p>Define both types of networks and describe the differences</p> <p>Describe the nature of the Internet as a worldwide collection of computer networks</p> <p>Describe star and mesh network topologies</p> <p>Understand wireless modes of connection and explain the need for Wireless Access Points to create wireless hotspots</p> <p>Describe the factors that affect</p>	<p>Understand a variety forms of attack and threats the pose to a network</p> <p>Identify and understand the prevention of vulnerabilities</p> <p>Identify and understand the prevention of vulnerabilities including the use of: penetration testing user access levels Encryption</p> <p>Describe the purpose and functionality of common utility software</p>	<p>List ethical issues, cultural issues and environmental issues in relation to a given scenario</p> <p>List items of legislation that relate to digital technology</p> <p>Discuss the impacts of digital technology on the wider society including ethical issues, cultural issues and environmental issues</p> <p>Discuss the impact of manufacture, disposal, upgrading and replacing digital technology</p> <p>Discuss the impact of e-waste</p> <p>Discuss the impact of digital technology regarding legal issues and privacy issues Describe legislation relevant to Computer Science including The Data Protection Act 2018 Computer Misuse Act 1990 Copyright Designs and Patents Act 1988</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>characteristic as listed in the specification) whilst learning about what embedded systems are and their typical characteristics are.</p>	<p>Convert between binary, denary and hexadecimal equivalents of the same number</p> <p>Understand that the number of bits per pixel determines the number of available colours for an image</p> <p>Explain how sampling intervals and resolution affect the size of a sound file using the terms:</p> <p>Understand how sound is sampled and stored in digital form</p>	<p>network performance</p> <p>Describe the uses of communications protocols including: HTTP and HTTPS and how encryption works to secure the network</p> <p>Describe the use of communications protocols</p> <p>Explain the role of computers in client-server and peer-to-peer networks with advantages and disadvantages</p>		<p>Describe the features of open source and proprietary software licences</p> <p>List the clauses of the Data Protection Act and Computer Misuse Act and give examples of situations in which they are relevant</p> <p>Evaluate the impact of and issues related to the use of computers in society</p>
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based
Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term

Co-op Academy North Manchester
Curriculum Overview Year 10

CEAIG	Systems Analyst	Web developer	Network Manager	Cyber Intelligence Officer	Media Researcher
How to help at home	<p>Students can access Seneca to build on existing knowledge. Click here</p> <p>*If you do not have access to a computer with an internet connection at home your child could visit the local library to use one.</p>	Test out your child's knowledge of binary with some maths games! Your child will show you how to use the binary table	What is a network article? Click here	Encourage students to use their revision guides to complete the network security section in their white workbook	Encourage your child to read the technology section on the BBC News website. This section includes numerous articles on ethics.
Wider Reading	OCR Computer Science Revision Guide Click here	Binary Puzzle: 400 Easy to Hard (10x10) Puzzles by Various Click here	Help your kids with computer science book by DK Waterstones store	What is a cyber intelligence officer? Click here	BBC News Technology section - Click here for up to date stories including how Ed Sheeran's songs were corrupted

History	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	America 1920-73: 1920s America	Conflict and Tension: Treaty of Versailles	Britain Health & People: The Renaissance.	America 1920-73: 1930s & 40s	Conflict and Tension: League of Nations	Britain Health and People: Century of Revolution
Knowledge	Conditions for Boom	The Paris Peace Conference	What was the	The Great Depression	The Creation and structure of the	Problems of surgery, blood, pain and

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>Mass production & Henry Ford</p> <p>Consumerism Hire Purchase, the stock market & Advertising</p> <p>Jazz, Cinema and Sport</p> <p>Women</p> <p>Inequalities & Immigration</p> <p>Racial tension KKK, Red Scare, Palmer Raids</p> <p>Prohibition & Organised Crime</p>	<p>The Big Three</p> <p>The Terms of the Treaty of Versailles</p> <p>German Reaction</p> <p>Treatment of Germany's allies</p> <p>Allied reaction</p> <p>Did the treaty meet its aims?</p> <p>How fair was the treaty</p>	<p>Renaissance</p> <p>Key individuals of the Renaissance</p> <p>Who made the most significant contribution to medical understanding</p> <p>The Great Plague</p> <p>Changes in Hospitals</p> <p>Versalius/Harvey/Pare/Hunter/Jenner</p> <p>Jenner's vaccinations</p>	<p>Hoover</p> <p>Roosevelt</p> <p>New Deal</p> <p>Opposition to the New Deal</p> <p>WWII</p> <p>Did WWII or Roosevelt's New Deal solve the problems of the Great Depression</p>	<p>League of Nations</p> <p>Special Commissions</p> <p>Vilna, Upper Silesia, the Aland Islands, Corfu, Bulgaria, The Wall Street Crash</p> <p>Locarno Treaties and Kellogg-Briand Pact.</p>	<p>Infection.</p> <p>Anesthetics - Simpson</p> <p>Germ Theory - Pasteur</p> <p>Antiseptics - Lister</p> <p>Koch's impact on Tyndall, Roberts and Cheyne to improve health in Britain.</p> <p>Cholera - John Snow</p> <p>Public Health - Chadwick</p> <p>Great Stink - Bazalgette's Sewers</p>
Understanding: Concepts / Disciplinary Knowledge	Change, cause and consequence	Cause and Consequence	Significance	Cause and Consequence Interpretations	Cause and Consequence	Change and Continuity Comparisons of similarities
Homework	Practise GCSE	Practise questions	Practise Question	Practise Q1,2 & 3	HW - TOV Quiz +	Practise question 3

Co-op Academy North Manchester
Curriculum Overview Year 10

	Questions 1, 2 and 3. Revision for recall	1 & 2	2's on Significance	Cue Cards, Recall Practise	Q3 - Write an Account practise questions	on comparisons between periods. Epidemics, hospitals, public health, surgery
Assessment	Q1, 2, 3 - 10 key questions for rest of unit Q1, 2, 3 on Prohibition [interpretations]	Q1 and Q2 Quiz on Treaty Q1 - Critical of the Treaty - own source, not past paper Q2 - Sample paper - vampire and Keynes	Quiz on Renaissance Q2 - Explain the significance of Harvey Q2 - Explain the significance of Jenner	10 quiz questions Q1,2,3 - New Deal Interpretations Q6 - New Deal vs Second World War -	Q3 - Quiz Write an account of how Abyssinia affected the League	Q3 - Quiz, split into areas of health Explain two ways in which Black Death and cholera epidemics were similar
CEAIG	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher
How to help at home	Cue Cards http://www.punch.co.uk/gallery-list 1920s: http://americainclass.org/sources/becomingmodern/	Cue Cards Revision guides https://www.youtube.com/watch?v=rYhLNQMRro	Thackray Medical Museum - Leeds. https://www.youtube.com/watch?v=SVek1hYgGU https://www.youtube.com/watch?v=walfj2dpU-E	https://www.youtube.com/watch?v=GCOfMWAikyU&t=448s https://www.youtube.com/watch?v=6bMq9Ek6jnA	https://www.youtube.com/watch?v=F5mkjDawFBI https://www.youtube.com/watch?v=U5j0hgj7bug&t=2s	https://www.youtube.com/watch?v=Q4cNBNGqqjs https://www.youtube.com/watch?v=Vg1hqZanDa0 https://www.youtube.com/watch?v=0J

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>1930s: https://infosys.ars.usda.gov/WindErosion/multimedia/dustbowl/dustbowlpics.html</p> <p>http://xroads.virginia.edu/~1930s/front.html</p>			<p>https://www.youtube.com/watch?v=WXY6UMimho</p>		<p>smwgXzDs</p> <p>https://www.youtube.com/watch?v=N9LC-3ZKiok</p>
Wider Reading	<p>The USA 1917-45 by Doug and Susan Willoughby</p> <p>AQA Textbook</p> <p>https://en.wikiquote.org/wiki/Wikiquote:Transwiki/American_history_quotes_Roaring_20s</p>	<p>The Treaty of Versailles: A very Short Introduction by Michael S Neilberg</p>	<p>Blood and Guts by Roy Porter</p> <p>Oxford AQA Britain Health and People textbook and revision guide.</p> <p>The Empress and the English Doctor: How Catherine the Great defied a deadly Virus</p>	<p>The USA 1917-45 by Doug and Susan Willoughby</p> <p>Oxford AQA GCSE History America 1920-73 Opportunity and inequality textbook and revision guide</p>	<p>Oxford AQA GCSE History Conflict and Tension The InterWar Years 1918-39 textbook and revision guide.</p> <p>How to be a Dictator: The Cult of Personality in the Twentieth Century by Frank Dikotte</p>	<p>The Butchering Art: Joseph Lister's Quest to Transform the Grisly World of Victorian Medicine</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

Health & Social Care	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	A1 Understand Growth and Development across the life stages	A2 Factors affecting growth and development	B1 Different types of life event B2 Coping with change caused by life events	PSA Completion	PSA Completion Learning outcome A: Understand the different types of health and social care services and barriers to accessing them	A2 Social care services A3 Barriers to accessing services
Knowledge	Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.	Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.	Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development. Learners will explore how individuals can	In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. In response to Task 2, learners will demonstrate their knowledge and understanding of	In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events. A1 Healthcare services Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare	Learners will explore a range of social care needs and how these can be met by the social care services that are available. Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

Co-op Academy North Manchester
Curriculum Overview Year 10

			<p>adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p>	<p>the impact of different factors on PIES growth and development through the life stages. In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</p>	<p>services that are available.</p>	
--	--	--	--	---	-------------------------------------	--

Co-op Academy North Manchester
Curriculum Overview Year 10

<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Physical, Intellectual, Emotional and Social Development across infancy, early childhood and adolescence</p>	<p>Physical factors, to include: genetic inheritance, experience of illness and disease, diet and lifestyle choices and appearance. Social and cultural factors, to include: culture, e.g. community involvement, religion, gender roles and expectations, educational experiences, the influence of role models, the influence of social isolation and personal relationships with friends and family. Economic factors, to include: income/wealth, material possessions.</p>	<p>Physical events, to include: accident/injury, ill health. Relationship changes, to include: entering into relationships, marriage, divorce, parenthood and bereavement. Life circumstances, to include: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement.</p>	<p>A fully detailed account of an individual's PIES growth and development through the specified life stages A fully detailed account of how the PIES characteristics change from one of the specified life stages to the next. A fully detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is completely specific with fully made links between each of the specified factors and PIES at each life stage Well-developed</p>	<p>Health conditions: arthritis, cardiovascular conditions – coronary heart disease, cerebral vascular accident, diabetes (type 2), dementia, obesity, respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD) additional needs – sensory impairments, physical impairments, learning disability. Health services available: primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments, secondary care – specialist medical care to include rheumatology, respiratory</p>	<p>Types of barrier and how they can be overcome by the service providers or users</p>
---	---	--	--	---	---	--

Co-op Academy North Manchester
Curriculum Overview Year 10

				reasons for the difference in the impact of the specified factors between specified life stages, with fully accurate links made to the PIES at each life stage.	medicine, cardiology, endocrinology, tertiary care – specialist medical care to include oncology, transplant services, allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics, multidisciplinary team	
Homework	PSA PIES Homework Tasks	PSA Factors Homework Tasks	PSA Life Events Homework			PSA Social Services /Barriers to access
Assessment	PSA Task 1	PSA Task 2	PSA Task 3a&3b	PSA	PSA due 26/05/2022	
CEAIG	Labour Market Information	Virtual Work Experience	NHS Careers Quiz and Job Profiles	Medical Mavericks	Skills Building - My Learning, My future	Employer Video: The WOW Show: Health Careers Special:
How to help at home	Development scenarios	Apply factors to real life context.	Discuss life events in real life context and how they impact individuals.	Support them in preparing for their controlled internal assessment.		Services in your local area - identify them and further look at what they offer

Co-op Academy North Manchester
Curriculum Overview Year 10

Wider Reading	Lifespan : Why We Age - and Why We Don't Have to	Beckett, C. Taylor, H. (2019). Human Growth and Development 4th ed. London: Sage Publications Inc				No Child of Mine (The No Child of Mine Trilogy Book 1)
---------------	--	---	--	--	--	--

Hospitality and Catering	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Understanding the environment in which hospitality and catering providers operate	Styles of service	Hospitality at non catering venues Standards and ratings	The operations of the kitchen: equipment operations and customer requirements	Personal safety and responsibility: Addressing hazards and recommended preventatives	Food related causes of ill health: legislation
Knowledge	To understand and explain menu planning for events To understand and explain establishment ratings To understand and explain suppliers to establishments To understand and	To understand and explain contract types with in the H/C sector To understand and explain kitchen workflow in a H/c setting To understand and explain stock control in the H/c sector	To understand and explain customer requirements and level of service To understand and explain customer rights within a H/c setting To understand and explain personal safety responsibilities	To understand and explain legislation within the H/c sector To understand and explain Bacteria To understand and explain food poisoning To understand and explain the	To understand and explain hormones and effect on health pesticides To understand and explain packaging effects on health To understand and explain additives of effects on health To understand and	To understand and explain documentation and legal requirements To understand and explain record keeping To understand and explain food training and standards

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>explain job roles within the H/C sector</p>	<p>To understand and explain equipment within a H/c setting</p> <p>To understand and explain documentation and requirements within a H/c setting</p> <p>To understand and explain front of house, expectations and level of service</p>	<p>To understand and explain risk to personal safety</p>	<p>Influence of temperature non food poisoning illness</p> <p>To understand and explain chemicals</p>	<p>explain metals and poisonous plants</p> <p>To understand and explain contaminants and the effects on health</p> <p>To understand and explain intolerances allergies coeliac / gluten</p> <p>To understand and explain allergies</p> <p>To understand and explain hygiene issues</p> <p>To understand and explain food safety legislation</p> <p>To understand and explain food premises</p> <p>To understand and explain food safety standards</p>	<p>To understand and explain consequences of poor inspection results</p> <p>Consequences of poor inspection results</p> <p>To understand and explain food hygiene ratings scheme</p> <p>To understand and explain submitting reports (health and Hygiene)</p> <p>To understand and explain food poisoning</p> <p>To understand and explain investigation inspection questions</p>
--	--	---	--	---	---	---

Co-op Academy North Manchester
Curriculum Overview Year 10

Understanding: Concepts / Disciplinary Knowledge	Identifying different establishments, comparing and explaining them in detail.	Identify and explain the varieties of service, the main features and the suitability to different establishments	The ability to define and analyse catering contractors and create menus for different occasions. The ability to explain the different methods of ratings along with the advantages and disadvantages	Analyse and evaluate kitchen: equipment operations and customer requirements	How to reduce and prevent hazards	The legislation relating to food and food related illness
Homework	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz
Assessment	Core content Exam question	Core content Exam question	Core content Exam question	Core content Exam question	Core content Exam question	Core content Exam question
CEAIG	Catering manager.	Banquet manager	Pantry Cook	Pastry Chef	Food Director	Restaurant Manager
How to help at home	Watch: BBC TV Series - The Hotel People	Watch: Inside the World's Greatest Hotels	Watch: Somebody Feed Phil- Netflix	Watch: Salt Fat Acid Heat- Netflix	Watch: Million Pound Menu- ITV	Watch: Street Food- Netflix
Wider Reading	Chew on This: Everything You Don't Want to Know About	The Cookbook for Teens: How to Cook Easy Recipes. 75 Fun	The Super Easy Teen Cookbook: 75 Simple Step-by-Step Recipes	Healthy Living for Teens: Inspiring Advice on Diet,	Grow your own spices – Tasha	Slow Rise A breadmaking

Co-op Academy North Manchester
Curriculum Overview Year 10

	Fast Food - by Eric Schlosser ISBN-10 : 0141318449	& Delicious Recipes for Teenagers. by Julia Peters (Author) ISBN-13 : 979-8676741327	by Christina Hitchcock ISBN-10 : 1647398797	Exercise, and Handling Stress ISBN-13 : 978-1510759909	Greer.	adventure – Robert Penn.
--	--	--	---	--	--------	--------------------------

Geography	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Natural Hazards	Natural Hazards	Living World	Living World	Coasts	Rivers
Knowledge	<p>Plate tectonics theory</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</p> <p>Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity</p>	<p>Global atmospheric circulation helps to determine patterns of weather and climate</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions</p> <p>Tropical storms have significant effects on people and the environment</p>	<p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics</p> <p>Deforestation has economic and environmental impacts</p> <p>Tropical rainforests need to be</p>	<p>The physical characteristics of a cold environment.</p> <p>The interdependence of climate, permafrost, soils, plants, animals and people.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity</p> <p>Case study of a cold environment to illustrate (Svalbard):</p>	<p>Wave types and characteristics.</p> <p>Coastal processes; Weathering, mass movement, erosion, transportation, deposition</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes</p>	<p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes: Erosion, lateral erosion, transportation, deposition</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Characteristics and formation of landforms resulting from erosion, such</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth</p> <p>Primary and secondary effects of a tectonic hazard</p> <p>Immediate and long-term responses to a tectonic hazard</p>	<p>The UK is affected by a number of weather hazards</p> <p>Extreme weather events in the UK have impacts on human activity</p> <p>Evidence for climate change from the beginning of the Quaternary period to the present day</p> <p>Possible causes of climate change</p> <p>Managing climate change</p>	<p>managed to be sustainable</p> <p>A case study (Amazon Rainforest) of a tropical rainforest to illustrate:</p> <p>causes of deforestation: subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth</p> <p>impacts of deforestation</p> <p>Strategies used to manage the rainforest sustainably</p>	<p>development opportunities in cold environments: mineral extraction, energy, fishing and tourism</p> <p>challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure</p> <p>The value of cold environments as wilderness areas and why these fragile environments should be protected</p> <p>Strategies used to balance the needs of economic development and conservation in cold environments</p>		<p>as, interlocking spurs, waterfalls and gorges.</p>
Understanding: Concepts /	Develop knowledge	Develop knowledge	Develop knowledge skills and	Develop knowledge	Develop knowledge	Develop knowledge

Co-op Academy North Manchester
Curriculum Overview Year 10

CEAIG	Risk Analyst	Armed services	Carpenter	Offshore rigger	Civil engineer	Ecologist
How to help at home	<p>Speak with pupils about their work and encourage them to show your their work and talk you through what they have produced</p> <p>Encourage pupils to regularly review work using textbook and exercise book</p>	Create a knowledge wall with key pieces of information	<p>Speak with pupils about their work and encourage them to show your their work and talk you through what they have produced</p> <p>Encourage pupils to regularly review work using textbook and exercise book</p>	Create a knowledge wall with key pieces of information	<p>Speak with pupils about their work and encourage them to show your their work and talk you through what they have produced</p> <p>Encourage pupils to regularly review work using textbook and exercise book</p>	Create a knowledge wall with key pieces of information
Wider Reading	Ghosts of the Tsunami: Death and Life in Japan	When the Rivers Run Dry: Water- The Defining Crisis of the Twenty-First Century	The Planet Remade: How Geoengineering Could Change the World	Factfulness: Ten Reasons We're Wrong About the World- And Why Things Are Better Than You Think	Coastlines: The Story of Our Shore	Journey to the River Sea

Maths Foundation	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Number and Algebra	Data and Fractions, Decimals, Percentages (FDP)	Algebra and Geometry	Geometry and Statistics	Graphs and Geometry	Ratio & Proportion and Right-angled Triangles
Knowledge	Integers and Place Value	Tables, Charts and Graphs	Solving Equations and Inequalities	Interior and Exterior Angles of Polygons	Real-Life Graphs	Ratio

Co-op Academy North Manchester
Curriculum Overview Year 10

	Decimals Indices, Powers and Roots Factors, Multiples and Primes Algebra Skills (Simplifying Expressions, Substitution)	Pie Charts Scatter Graphs FDP Using and Working with Percentages (e.g. Percentage Change)	Sequences Properties of Shape Angles in Parallel Lines Angle Facts	Statistics, Sampling and Averages Perimeter, Area and Volume	Straight-Line Graphs Transformations	Proportion Pythagoras Trigonometry
Understanding: Concepts / Disciplinary Knowledge	Core Concepts in Number and Algebra	Data FDP	Solving Equations Recognising Sequences and Patterns Properties in Shapes	Angles Representing and Working with Data Space and Measure	Application of Graphs to the Real World Using Graphs in Algebra Geometry	Ratio and Proportional Reasoning Geometry - Exploring Right-Angled Triangles
Homework	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks
Assessment	Topic Assessments	Topic Assessments	Topic Assessments	Topic Assessments	Topic Assessments	End of Year Exams
CEAIG	Financial Advisor	Data Analyst	Construction	Civil Engineer	Statistician	Architecture
How to help at home	<p>The two sites below are fantastic resources for revision:</p> <ul style="list-style-type: none"> - MathsGenie is useful for exam practice - https://www.mathsgenie.co.uk/gcse.html - CorbettMaths is useful for more topic-based practice - https://corbettmaths.com/contents/ 					

Co-op Academy North Manchester
Curriculum Overview Year 10

Wider Reading	'Why do buses come in threes? The Hidden Mathematics of Everyday Life' - Rob Eastaway & Jeremy Wyndham	'The Indisputable Existence of Santa Claus' - Dr Hannah Fry and Dr Thomas Oleron Evans	'Flatterland' - Ian Stewart	'Things To Make and Do in the Fourth Dimension' - Matt Parker	'The Mathematical Universe' - William Dunham	'How to Cut a Cake: and Other Mathematical Conundrums' - Ian Stewart
---------------	--	--	-----------------------------	---	--	--

Maths Higher	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Number and Algebra	Data, Number and Proportional Reasoning	Geometry and Algebra	Algebra and Geometry	Number and Geometry	Algebra and Probability
Knowledge	Calculations, Checking and Rounding Indices, Roots, Reciprocals and Order of Operations Algebra - Forming, Rearranging, Solving Sequences	Averages and Range Representing and Interpreting Data Fractions and Percentages Ratio and Proportion	Angles in Polygons and Parallel Lines Pythagoras' Theorem Trigonometry Graphs Coordinate Geometry	Quadratic, Cubic and Higher Order Graphs Perimeter and Area Circles 3D Shapes and Measures of 3D Space	Accuracy and Bounds in Calculations or Values Transformations Constructions, Loci and Bearings	Solving Quadratic and Simultaneous Equations Inequalities Probabilities of Events
Understanding:	Developing	Data Representation	Developing	Further Use of	Developing	Key Algebraic

Co-op Academy North Manchester
Curriculum Overview Year 10

Concepts / Disciplinary Knowledge	Understanding of Core Concepts in Number and Algebra	and Analytical Skills Ratio and Proportion	Understanding of Key Geometric Ideas Use of Graphs	Graphs Developing Understanding of Geometry	Numerical Ideas Harder Geometric Ideas	Concepts Using and Working with Probability
Homework	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks
Assessment	Topic Assessments	Topic Assessments	Topic Assessments	Topic Assessments	Topic Assessments	End of Year Exams
CEAIG	Coding	Data Analyst	Construction	Meteorologist	Architecture	Statistician
How to help at home	<p>The two sites below are fantastic resources for revision:</p> <ul style="list-style-type: none"> - MathsGenie is useful for exam practice - https://www.mathsgenie.co.uk/gcse.html - CorbettMaths is useful for more topic-based practice - https://corbettmaths.com/contents/ 					
Wider Reading	'The Number Mysteries' - Marcus du Sautoy	'The Indisputable Existence of Santa Claus' - Dr Hannah Fry and Dr Thomas Oleron Evans	'Mathematical Puzzles' - Peter Winkler	'The Penguin Dictionary of Curious and Interesting Numbers' - David Wells	'The Great Mathematical Problems' - Ian Stewart	'The Monty Hall Problem' - Rob Deaves

Music	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	The elements of Music	Solo Performance	Aos1 western classical music 1650-1910	Ensemble Performance	Free Composition	Aos 3 Traditional Music
Knowledge	Understanding of the elements of	Independent Instrumental skills	Stylistic Characteristics and	Independent Instrumental skills	Composition skills and Creating:	Stylistic Characteristics and

Co-op Academy North Manchester
Curriculum Overview Year 10

	music.	Notation reading Specific instrument techniques.	Features AOs 1 Context of time & place	Notation reading Specific instrument techniques. Ensemble Skills	chords Melody structure Melodic devices Harmonic devices Textures Rhythmic devices	Features of AOs 3. Context of time & place
Understanding: Concepts / Disciplinary Knowledge	Identifying: Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony	Notation reading Performance skills	The Elements of Music within AOs 4 Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony	Notation reading Performance skills	Composition skills Using the elements of music to create an original composition.	The Elements of Music within AOs 4 Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony
Homework	Google Quiz listening practice	Solo Performance Practice and rehearsal	Google Quiz listening practice	Ensemble Performance Practice and rehearsal	Google Quiz listening practice	Google Quiz listening practice
Assessment	Topic Assessments - Listening exam & Extended writing task	Topic Assessments - Solo performance assessment 1	Topic Assessments - Listening exam & Extended writing task	Topic Assessments - Ensemble performance assessment	Topic Assessments - Completion of a free composition	Topic Assessments - Listening exam & Extended writing task
CEAIG	Music Performance or Technology Courses at The Manchester College, Xavarian College, Hopwood Hall.					

Co-op Academy North Manchester
Curriculum Overview Year 10

	BA Hons in Popular Music and Recording at Salford University. BA Hons in Music at The University of Manchester Music Performance BA at RNCM Performer, Teacher, Composer, Arranger, Producer, DJ, Music Publicist, Booking Agent, Tour Manager, Artist Manager, Recording Engineer.					
How to help at home	Access to Focus on sound Subscription. Listening to a broad range of musical genres.	Access to an instrument to practise solo performance.	Access to Focus on sound Subscription. Listening to a broad range of musical genres.	Access to an instrument to practise solo performance.	Access to Focus on sound Subscription. Listening to a broad range of musical genres.	Access to Focus on sound Subscription. Listening to a broad range of musical genres.
Wider Reading	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	GCSE AQA Music For the new 9-1 Exams Complete revision & Practice

PE	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	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 Sports Performance	Component 2: Taking Part and Improving Other Participants Sports Performance Component 3: Developing fitness to Improve Other Participants	Component 2: Be able to participate in sport and understand the roles and responsibilities of officials. Component 3: Developing fitness to Improve Other Participants

Co-op Academy North Manchester
Curriculum Overview Year 10

						Performance in Sports and Physical Activity
Knowledge	Types and providers of sport. Participant needs. Barriers to sport. Methods to overcome barriers to sport.	Different types of clothing and equipment needed to participate. Benefits and limitations of technology in sport.	How to plan a warm up for a variety of participant groups. How to adapt warm ups to suit the needs of the activity or participants.	Components of skill and health related fitness. Exercise intensity.	Techniques, strategies and fitness required for different sports The importance of fitness for successful participation in sport Fitness training principles	Officials in sport. Rules and regulations. Fitness testing Exercise intensity
Understanding: Concepts / Disciplinary Knowledge	Explore types and provision of sport and physical activity for different types of participants.	Examine equipment and technology required for participants to use when taking part in sport and physical activity.	Be able to prepare participants to take part in physical activity.	Understand how different components of fitness are used in different physical activities.	Be able to participate in sport and understand the roles and responsibilities of officials. The importance of fitness for sports performance	Demonstrate ways to improve participants sporting techniques Investigate fitness testing to determine fitness levels
Homework	Google quizzes	Google quizzes	Google quizzes	Google quizzes	Google quizzes	Google quizzes
Assessment	Case study - learners will use knowledge acquired to select suitable	Case study learners will use knowledge acquired to select and discuss how	Learners will demonstrate practical delivery, communication and	Demonstrate their knowledge and understanding of the components of	Learners will demonstrate their skill in a selected sport in isolated	Learners will demonstrate their knowledge and understanding of

Co-op Academy North Manchester
Curriculum Overview Year 10

	physical activities for target groups considering provision available.	technology would affect provision for a specific participant	planning by producing a warm-up plan and demonstration of the warm-up. External exam window for Unit 1.	fitness	practice and skill and strategy in competitive situations	officials, rules and regulations in two sports. Mock Exam
CEAIG	Facilities manager/Sports development officer	Sports equipment designer	Coach (sports specific)	Sports scientist	Biomechanist	Officials in sport (Ref/umpire/table official, line judge)
How to help at home	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.	Encourage your child to develop a broad and diverse knowledge of a variety of sports. Encourage your child to take part in physical activity on a regular basis.
Wider Reading	BAME article Team GB's only black swimmer.	Technology in sport https://www.topendsports.com/resources/technology.htm	Methods of training https://www.bbc.co.uk/bitesize/guides/z9qd2p3/revision/2	Description of a good sports leader https://www.livestrong.com/article/548835-description-of-a-good-sports-leader/	Sports psychology https://www.simplypsychology.org/sports-psychology.html	

Co-op Academy North Manchester
Curriculum Overview Year 10

Religious Studies	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Is the afterlife a form of social control?	If God is all powerful, then why is there suffering in the world?	Are we ever really free?	Should all religious believers have to experience a rite of passage?	Is faith without action pointless?	Is it impossible to take care of the planet?
Knowledge	Religious Views on The Afterlife Non-Religious Views on the Afterlife	The Problem of Evil Responses in Christianity Responses in Islam	Predestination in Christianity Al-Qadr - Predestination in Islam Freewill and Crime	The Sacraments in Christianity Rites of Passage in Judaism Samskaras in Hinduism	Dharma in Hinduism Tzedakah in Judaism Non-Religious Viewpoints	Jesus Stewardship and Khalifah Environmental Advocates
Understanding: Concepts / Disciplinary Knowledge	Understanding and Knowing Beliefs Matters of Life and Death Critical Assessment	Understanding and Knowing Beliefs Interpretations	Understanding and Knowing Beliefs Matters of Life and Death Critical Assessment	Understanding and Knowing Practices Significance	Understanding and Knowing Beliefs and Practices Significance	Understanding and Knowing Beliefs and Practices Interpretations
Homework	Google Quiz	Google Quiz	Google Quiz	Google Quiz	Google Quiz	Google Quiz
Assessment	Writing to Argue	Writing to Analyse	Writing to Analyse	Writing a Narrative	Writing to Analyse	Speech Writing and Presenting
CEAIG	Civil Service Administrator	Charity Officer	Probation Officer	Chaplain	Community Development	Environmental Education Officer

Co-op Academy North Manchester
Curriculum Overview Year 10

					Worker	
How to help at home	<p>Watch: Beyond Death https://www.youtube.com/watch?v=wZORPVmXN7k</p> <p>Create a knowledge organiser summarising different beliefs.</p>	Find articles in the news and try to identify the type of evil (natural or moral) and how you think religious believers would explain and respond to this situation.	Make a timeline of important and memorable events in your life. Discuss what difference it makes (if any) whether this has been destined by God.	<p>What rites of passage have you been through?</p> <p>Have you attended any rites of passage - a baptism or Bar Mitzvah for example?</p>	<p>Research people who have helped others or raised money for charity.</p> <p>Were they motivated by religious beliefs? If so, how?</p>	<p>Watch: https://www.bbc.co.uk/iplayer/episode/p090xz9z/i-am-greta</p> <p>Discuss if, and if so how, Greta Thunberg's actions might align to religious beliefs about the environment.</p>
Wider Reading	<p>Sociology of Social Control: https://courses.lumenlearning.com/boundless-sociology/chapter/social-control/</p>	Paradise Lost - John Milton	Predestination – Scott Petty	<p>What are Samskaras? https://www.learnreligions.com/what-are-samskaras-1770043</p>	The Hospital by the River - Catherine Hamlin	Wangari's Trees of Peace: A True Story from Africa - Jeanette Winter

GCSE Religious Studies	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Christianity - Beliefs	Christianity - Living the religious life	Islam - Beliefs	Islam - Living the religious life	Revision of Beliefs and Practices	Christianity - Marriage and the Family
Knowledge	EQ – Is belief in	EQ – Should every	EQ – Is Allah's	EQ – If you haven't	1. What do	EQ – Should

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>the Trinity the most essential belief about God?</p> <ul style="list-style-type: none"> • The Nature of God • The Trinity • Nature of individuality and link to worship • Creation of the world and interpretations • Skills lesson <p>EQ – Did Jesus have to die?</p> <ul style="list-style-type: none"> • The Incarnation • The Last Supper and Betrayal • Arrest and Trial • Crucifixion • Resurrection • Ascension <p>EQ – Are there any actions too great that God cannot forgive them?</p> <ul style="list-style-type: none"> • Nature of 	<p>Christian parents make their child experience more than one Rite of Passage?</p> <ul style="list-style-type: none"> • Worship – Liturgical and Non-Liturgical • Role of Sacraments • Nature of Baptism • Nature of Eucharist • Purpose of Prayer <p>EQ – Does God want actions and not just words?</p> <ul style="list-style-type: none"> • Pilgrimage • History and nature of Celebrations <p>EQ – Is the role of a Christian only to help Christians?</p> <ul style="list-style-type: none"> • Church Growth • Role of the Church in the Local Community 	<p>Omnipotence his most important Characteristic?</p> <ul style="list-style-type: none"> • Six Beliefs of Islam • 5 Roots of Usul – Al Din • Nature of Allah • Risalah • Nature and Purpose of Holy books <p>EQ – If Allah is described as Omnibenevolent why does he allow punishment?</p> <ul style="list-style-type: none"> • Malaikah • Predestination • Akirah 	<p>completed all 5 Pillars then are you a true Muslim?</p> <ul style="list-style-type: none"> • 10 Obligatory Acts • Shahadah • Salah • Sawm • Zakah • Hajj <p>EQ – How hard is Greater Jihad to achieve?</p> <ul style="list-style-type: none"> • Jihad • Id – Ul - Adha • Id – Ul – Fitr • Id – Ul – Ghadeer • Ashura 	<p>Christians believe to be true about God?</p> <ol style="list-style-type: none"> 2. Why is the resurrection significant? 3. How can Christians achieve salvation? 4. How might Christians respond to the problem of evil and suffering? 5. What is the importance of Christian Worship today? 6. What is the purpose of Pilgrimage? 7. How does the Church reach out into their community? 	<p>Christians work against gender discrimination?</p> <ul style="list-style-type: none"> • Purpose of marriage in Religion and Society • Nature of Sexual Relations • Purpose of families • Church support for families • Family Planning • Divorce and Remarriage • Role of men and women in the family • Discrimination of women in the Church
--	--	--	---	--	--	--

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>Salvation and Atonement</p> <ul style="list-style-type: none"> • Eschatology and the Afterlife • The Problem of Evil and Suffering • Solutions to the Problem of Evil and Suffering 	<ul style="list-style-type: none"> • Worldwide Church 				
Understanding: Concepts / Disciplinary Knowledge	Know and understand, analyse and evaluate; Beliefs: nature and significance	Know and understand, analyse and evaluate; Practices: History and Purpose	Know and understand, analyse and evaluate; Beliefs: nature and significance	Know and understand, analyse and evaluate; Practices: History and Purpose	Know and understand, analyse and evaluate	Know and understand, analyse and evaluate; Marriage, Family, Divorce, Homosexuality: Significance, Purpose, Response
Homework	<p>EQ1</p> <ul style="list-style-type: none"> • Nature of God • The Pope and the Big Bang <p>EQ2</p> <ul style="list-style-type: none"> • Miracles of Jesus • Pentecost <p>EQ3</p>	<p>EQ1:</p> <ul style="list-style-type: none"> • Liturgical Vs Non-Liturgical • Eucharist <p>EQ2:</p> <ul style="list-style-type: none"> • Pilgrimage exam Question • Festivals <p>EQ3:</p> <ul style="list-style-type: none"> • Missionary 	<p>EQ1:</p> <ul style="list-style-type: none"> • Prophet Muhammed's life (PBUH) • Beliefs comparison <p>EQ2:</p> <ul style="list-style-type: none"> • Angels Quiz • Akirah Quiz 	<p>EQ1:</p> <ul style="list-style-type: none"> • Private prayer • 5 Pillars of Islam quiz • Pilgrimage Comparison <p>EQ2:</p> <ul style="list-style-type: none"> • Id Ul Ghadeer • Ashura • Festivals Quiz 	<ul style="list-style-type: none"> • Key ring cards • Revision booklets • Flashcards • Revision clocks • Quote Quiz 	<p>EQ1:</p> <ul style="list-style-type: none"> • Nature and Purpose of Marriage • Changing views on marriage and cohabitation • Family Planning

Co-op Academy North Manchester
Curriculum Overview Year 10

	<ul style="list-style-type: none"> • Afterlife comparison • Problem of Evil Quiz 	<ul style="list-style-type: none"> • work • Salvation Army 				<ul style="list-style-type: none"> • Remarriage
Assessment	Christian Beliefs section of paper 1	Christian Practices section of paper 1	Muslim Beliefs section of paper 2	Muslim Practices section of paper 2	Combined paper of beliefs and practices for Christianity and Islam	Marriage and the family section of paper 1
CEAIG	Faith Communications and Just Scripture Specialist	Events manager Youth worker	Imam Muslim Women's Resource centre Outreach officer	Travel Agent Charity Fundraiser manager	Muslim Council of Britain Fundraising & Relationship Officer	Marriage counsellor Family and children's leader Registrar
How to help at home	Watch the Bible series on Netflix/Youtube https://www.youtube.com/watch?v=FGrnFM6ZaWc	Discuss with your student why people worship differently: https://www.youtube.com/watch?v=E5-aKSrLXM4	Discuss with your student the concept of predestination - is everything already decided for us? If so, what is the point?	Talk to your student about why someone would go on a religious journey. Have you ever made a significant journey, what was it for?	Use the questions to help your students make flashcards	Have a discussion with your student about why the views on divorce, same sex marriage and cohabitation are changing.
Wider Reading	The Shack – Paul Young	The Screwtape Letters - C S Lewis	Predestination – Scott Petty	The Good Muslim - Tahmima Anam She wore Red Trainers - Na'ima B. Robert	The Year they Burned the Books – Nancy Garden	Only Ever Yours - Louise O'Neill

Co-op Academy North Manchester
Curriculum Overview Year 10

Science	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	P1 Energy C2 - Bonding	P2 - Electricity B2 Organisation C3 Quantitative Chemistry	P3 Particle model C4 Chemical Changes B3 Infection and response	C5 Energy Changes P4 Atomic Structure B4 Bioenergetics	C6 Rates P5 Forces	C8 Chemical Analysis C10 Using resources
Knowledge						
Understanding: Concepts / Disciplinary Knowledge	The concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to	Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits. Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind. Electrical power fills the modern world with	The particle model is widely used to predict the behaviour of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. Pathogens are microorganisms such as viruses and bacteria that cause	Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday	Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield	Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>reduce our energy usage. Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.</p>	<p>artificial light and sound, information and entertainment, remote sensing and control. The fundamentals of electromagnetism were worked out by scientists of the 19th century. However, power stations, like all machines, have a limited lifetime. If we all continue to demand more electricity this means building new power stations in every generation – but what mix of power stations can promise a sustainable future? In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and</p>	<p>infectious diseases in animals and plants. They depend on their host to provide the conditions and nutrients that they need to grow and reproduce. They frequently produce toxins that damage tissues and make us feel ill. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered which is usually strong enough to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the</p>	<p>applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way. In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere. Both animals and plants use this oxygen to</p>	<p>of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way. Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes.</p>	<p>small. Forensic scientists and drug control scientists rely on such instrumental methods in their work. Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use</p>
--	---	--	---	--	---	--

Co-op Academy North Manchester
Curriculum Overview Year 10

		<p>removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon</p>	<p>use of vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against a number of lethal diseases caused by bacteria. Unfortunately many groups of bacteria have now become resistant to these antibiotics. The race is now on to develop a new set of antibiotics. Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what</p>	<p>oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require oxygen to transfer energy. During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which cause fatigue. Ionising radiation is hazardous but can be very useful. Although radioactivity was discovered over a</p>	<p>Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.</p>	<p>has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.</p>
--	--	---	---	--	---	---

Co-op Academy North Manchester
Curriculum Overview Year 10

		<p>dioxide that they need for photosynthesis. Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals.</p>	<p>new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.</p>	<p>century ago, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. Early researchers suffered from their exposure to ionising radiation. Rules for radiological protection were first introduced in the 1930s and subsequently improved. Today radioactive materials are widely used in medicine, industry, agriculture and electrical power generation.</p>		
--	--	---	--	---	--	--

Co-op Academy North Manchester
Curriculum Overview Year 10

Spanish	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Intereses e influencias	Intereses e influencias	Ciudades	Ciudades	De Costumbre	De Costumbre
Knowledge	<ul style="list-style-type: none"> Free-time activities- suelo TV and film Sports 	<ul style="list-style-type: none"> Trends- perfect tense Role-models 	<ul style="list-style-type: none"> Places in the town, regional features Directions Simple future tense 	<ul style="list-style-type: none"> Shopping preferences Shopping for souvenirs and clothes Pros and cons of town vs. countryside- past visit 	<ul style="list-style-type: none"> Daily routine and meal times- reflexive verbs Illnesses and at the pharmacy Customs and festivals in Spanish speaking countries 	<ul style="list-style-type: none"> Special celebrations Ordering in a restaurant Music festivals- preterite and imperfect past tenses
Understanding: Concepts / Disciplinary Knowledge	<ul style="list-style-type: none"> Describing your hobbies and interests Role-play- at the cinema 	<ul style="list-style-type: none"> Describing what you have done using the perfect tense Describing who your role model is and what a good role model should be 	<ul style="list-style-type: none"> Describing a town/region Stating what you will do there- simple future tense 	<ul style="list-style-type: none"> Describing a past visit- preterite and imperfect Role-play- shopping 	<ul style="list-style-type: none"> Describe daily routine- reflexive verbs Describe a tradition/event in the Spanish-speaking world 	<ul style="list-style-type: none"> Describe and compare a special event vs. Spain Describe a past visit to a music event
Homework	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning
Assessment		End of Unit exam		End of Unit exam		End of Unit Exam Mock examinations

Co-op Academy North Manchester
Curriculum Overview Year 10

CEAIG	Links to hobbies e.g. sport and careers in MFL	Links to career options in current trends with languages	Link to Spanish -speaking destinations and working abroad	Link to Spanish -speaking destinations and working abroad	Link to the wider Spanish-speaking world and cultures that underpin living in other countries.	Link to the wider Spanish-speaking world and cultures that underpin living in other countries.
How to help at home	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize Visit the Instituto Cervantes and Home Manchester website/social media for details of films to watch in Spanish.	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize	Use the Pearson and CGP revision guides and flashcards Seneca BBC Bitesize
Wider Reading	Interesting article on Spanish hobbies and lifestyles	Article on influencers as role models Perfect tense	Simple future tense	Visiting Peru Website with information about the main towns and cities in Spain	Customs and festivals revision Reflexive verbs video	Christmas and NY in Spain History of Spanish music

Co-op Academy North Manchester
Curriculum Overview Year 10

Sociology	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Sociological Perspectives	Research Methods	Sociology of the Family	Sociology of the Family	Sociology of Education	Sociology of Education
Knowledge	<ul style="list-style-type: none"> ● What is sociology? ● Social structures, process and issues ● Values and Norms ● Socialisation ● Nature v Nurture and culture <p>Introduction to the founders of sociology:</p> <ul style="list-style-type: none"> ● Functionalism ● Marxism ● Conflict Vs consensus ● Anomie ● Weber <ul style="list-style-type: none"> ● Macro Vs Micro Sociology ● Role conflict, status and social mobility 	<ul style="list-style-type: none"> ● Research Process ● Positivism, Interpretivism & Mixed Approaches ● Sample selection ● Analysis of data ● Qualitative & Quantitative data ● Evaluating research ● Interviews ● Social surveys/postal questionnaires ● Longitudinal studies ● Participant observations ● Official statistics ● Ethics 	<ul style="list-style-type: none"> ● Family and Types ● Roles within a family ● Families, ethnicity and social class ● Alternative families ● Oakley and Conjugal Roles ● Changes to the family in the UK - science, divorce and culture ● Functionalist perspectives on the family ● Parsons's perspective on the family ● Marxist perspectives on family ● Weber's perspective 	<ul style="list-style-type: none"> ● Relationships between parents and children ● Global comparisons ● Feminist perspectives ● New Right perspectives ● Life Chances ● Poverty: <ul style="list-style-type: none"> ○ Wealth ○ Sociological measurements ○ Functionalism ○ Marxism ○ New Right ○ Feminism 	<ul style="list-style-type: none"> ● Functionalism and education ● Marxism and education ● Comparison ● Connections between school and the rest of society ● Changes to education ● Marketisation and Parental Choice ● Role of education ● Deschooling 	<ul style="list-style-type: none"> ● Barriers to Educational Achievement ● Educational achievement and ethnicity ● Educational achievement and gender ● Labelling and the self-fulfilling prophecy ● Feminism and education ● Interactionism and education ● The New right and education ● Comparison

Co-op Academy North Manchester
Curriculum Overview Year 10

Understanding: Concepts / Disciplinary Knowledge	Know and understand: <ul style="list-style-type: none"> • Social Structures • Social Processes • Social issues 	Know and understand: <ul style="list-style-type: none"> • Methods • Ethics • Research • Data 	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> • Functions of the family • Family Forms • Conjugal roles 	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> • Changing relationships within families • Criticisms of the family 	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> • Roles and functions of education • Education and capitalism 	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> • Educational achievement • Processes within schools
Homework	<ul style="list-style-type: none"> • Table of sociologists • Genetics and crime • Predeterminism extended writing • Criticisms of theories • Short answer revision Q • Key terms 	<ul style="list-style-type: none"> • Sampling knowledge organiser • Social policy exam questions • What is the research telling us? 	<ul style="list-style-type: none"> • Functionalism and family • Families around the world • Why are increasing numbers of women choosing to be single? 	<ul style="list-style-type: none"> • Discuss how far you agree that nuclear families are bad for women • Liberal feminist perspective 	<ul style="list-style-type: none"> • Cultural Capital • How is the education system organised in contemporary Britain? • School Swap the class divide • Sands School 	<ul style="list-style-type: none"> • Stephan Ball theory 1 • Parsons • Patriarchal education • Stephan Bal theory 2 • Bowles and Gintis
Assessment	End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.	End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.		Paper 1 section 1 which End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and		Paper 1 FULL which covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

Co-op Academy North Manchester
Curriculum Overview Year 10

	AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.	AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.		methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.		AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. EOY EXAM
CEAIG	Community development worker Human resources officer	Project delivery manager Market Research technician	Family support worker Social worker	Community manager Family therapist	Teacher University Lecturer Pastoral Manager	Youth worker Counsellor
How to help at home	Discuss with your pupil your norms and values. Where do they come from? Consider your culture, religion, social class, age etc. Have these changed over time? Why?	Consider any research you have come across in your life, career, education etc. What was its purpose? What did it aim to find out? https://online.king.e	Consider roles within the family. Who does what? Why is this? Ask your child to explain socialisation and canalisation to you. Can you come up with some examples	Hold a conversation about family types, marriage and divorce. Discuss why these attitudes change in different cultures/religions/places etc	Discuss how you choose our academy. What other options were there? How have the types of schools on offer changed?	Look at examples of labelling, ask your pupil to explain Becker's theory. Can you think of any examples together? Can you link it to race, social class,

Co-op Academy North Manchester
Curriculum Overview Year 10

		du/news/psychology-experiments/	together?			gender etc?
Wider Reading	Chavs: The Demonization of the working class – Damien Owen	Feminists Don't Wear Pink (And Other Lies) – Scarlett Curtis	1984 - George Orwell	How Not To Be a Boy - Robert Webb	The Myth of Meritocracy: Why Working-Class Kids Still Get Working-Class Jobs- James Bloodworth	Criminal Classes: Offenders at School - Angela Devlin

Textiles	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Basic sewing skills	Zaha Hadid hoodie	Polymers Neurodiversity-quiet book Fibres and fabric construction	E-Textiles Project	Energy Generation Modelling and prototyping Mechanical devices	Commence NEA Task Mock Revision
Knowledge	How to operate the sewing machine Methods of Joining materials Demonstrating A range of Construction techniques Developing	Demonstrating Construction techniques and production methods Demonstrating basic Pattern cutting methods Understanding Society, People and culture should be	Understanding Polymers Modelling techniques Understanding Fibres Identifying what User centred design is	Analysing the given brief Completing a Design Specification Understanding Modern and smart materials Generating design ideas	Understanding Energy generation Modelling and testing prototypes Completing a Final evaluation of prototype Understanding Mechanical devices	Responding to the brief Independently Researching the context and existing product Identifying the User and their needs

Co-op Academy North Manchester
Curriculum Overview Year 10

	<p>Communication techniques</p> <p>Understanding Manufacturing methods that are used in Industry</p> <p>Understanding what Emerging technologies are and the impact they have</p> <p>Understanding what CAD CAM is and its advantages and disadvantages</p> <p>Generating design ideas</p> <p>Understanding Sustainability Factors</p>	<p>considered by designers</p> <p>Screen printing Techniques</p> <p>Critical evaluation of new and emerging technologies</p> <p>Understanding how to do a Life cycle analysis of products</p> <p>Evaluating final outcomes</p>	<p>Complete a Product Analysis of existing products</p> <p>Understanding Woven Fibres Knitted Fibres and Non woven Fibres</p> <p>Generating and modelling design ideas</p> <p>Understanding Metals, Paper & Boards, Timbers</p> <p>Developing Technical Skills</p>	<p>Understanding Technical and composite materials</p> <p>Modelling design ideas using techniques and processes</p> <p>Understanding Electronic systems</p> <p>Developing technical skills</p>	<p>Including linkages, cams, pulleys, Gears and crank types</p> <p>Creating a CAM toy prototype</p>	
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Isometric and orthographic drawing</p> <p>New and emerging technologies</p>	<p>New and emerging technologies</p> <p>Drawing techniques</p> <p>Production skills</p>	<p>Fibres and Fabric Construction</p> <p>Design development</p>	<p>Specifications</p> <p>Materials</p> <p>Modelling /Technical Skills</p>	<p>Materials</p> <p>Fibres and fabric construction</p> <p>Electronic systems</p>	<p>NEA Folder work</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

	Design Skills		Materials Technical Skills		Mechanisms Technical skills	
Homework	<p>Joining materials exam questions</p> <p>Production methods</p> <p>Research - Zaha Hadid's work</p> <p>Fibres and fabric construction- quiz</p> <p>Quiz - New and emerging technologies</p> <p>Quiz- Sustainability</p> <p>Product specifications exam question</p>	<p>Specifications Exam questions</p> <p>Quiz- New and emerging technologies</p> <p>How to critically evaluate new and emerging technologies considering contemporary and future scenario - quiz</p> <p>Ethical and environmental perspectives when evaluating new and emerging technologie- quiz</p> <p>Final evaluation of final product-extended writing task</p>	<p>Quiz- Polymers</p> <p>Quiz- Fibres and properties</p> <p>Research - Neurodiversity existing products</p> <p>Fabric construction exam questions</p> <p>Metals quiz</p> <p>Paper and Boards quiz</p>	<p>Research- Existing products moodboard</p> <p>Smart,modern materials quiz</p> <p>composite,technical material quiz</p> <p>Electronic systems quiz</p> <p>Electronic systems-programmable components quiz</p>	<p>Energy generation quiz</p> <p>Energy generation exam questions</p> <p>Forces and stresses quiz</p> <p>Mechanical devices quiz</p> <p>Gear type quiz</p>	<p>Research into the context</p> <p>Research Existing Products</p> <p>Research - User requirements</p> <p>Emerging technologies recall quiz</p> <p>All Materials Quiz</p>

Co-op Academy North Manchester
Curriculum Overview Year 10

Assessment	Drawing techniques exam question Design ideas Core content Exam question	Technical Skills-Final outcome New and emerging technologies exam questions Specifications Exam questions Fnal Evaluation-extended writing piece	Materials Production Techniques Technical skills	Materials Electronics systems exam questions Designing and modelling skills Technical skills	Smart, modern, technical, composite materials exam questions Mechanical device exam questions	NEA Folder work Exam questions- all topics
CEAIG	Graphic Designer	Pattern maker	Textiles Designer	Product developer	Engineer	Market Researcher
How to help at home	<u>Impact on industry - New and emerging technologies - Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize</u>	https://youtu.be/5Q9jrJA81yE	https://www.bbc.co.uk/bitesize/guides/zjkw6f/revision/2	https://www.bbc.co.uk/bitesize/guides/zhxqmsg/revision/1	https://www.bbc.co.uk/bitesize/guides/zvfhsrd/revision/1	https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/Teaching%20and%20learning%20materials/GCSE%20D&T%20NEA%20delivery%20guide.pdf
Wider Reading	<u>The Complete Zaha Hadid: Expanded and Updated-by Aaron Betsky</u>	Creative Sketching in Product Design-by SendPoints	Turning the Tide on Plastic by Lucy Siegle	Fantastic Inventions of Nikola Tesla- By Nikola Tesla	How Design Makes the World- by Scott Burkun	<u>More is More: Memphis, Maximalism and New Wave Design</u>