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| **Year 10** | **The Rule of Law** | **Democracy** | **Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths** | **Individual Liberty** |
| **English** | The rule of law is examined in a range of challenging fiction texts such as ‘A Christmas Carol’ and a range of non-fiction articles | The concept of democracy is studied through a range of texts including poetry and non-fiction articles | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences | The question of personal liberty is debated in ‘A Christmas Carol’ and a range of non-fiction texts |
| **Maths** | Taxes/VAT/Budgets Comparison of different countries taxes and spending (Percentages/Fractions/Statistics) | Different Voting Systems (Proportional representation/ Stratified sampling/ Questionnaires and bias) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Benefits/Minimum wage/ Individual Finances (Percentages/Arithmetic) |
| **Science** | Gas Exchange – Smoking ban in public places, smoking ban in cars containing children and impact of smoking on health. Rates of Reaction – change in law to reduce airborne pollution through use of compulsory catalytic converters in cars. Forces – Speed limits linked to thinking distances / stopping distances etc. Impact of slower speeds on fatal injuries in collisions Health & Safety Laws – why students have to wear goggles, why some practical’s are demo only, why we can’t keep Rubidium in schools etc | Global Warming – right to campaign for /against, free speech Recycling | Smoking & Health – Transplants – ethical variation on donation of organs (discuss Jehovah’s Witnesses as case study) Science Vs Religion | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| **Art** | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support Sixth form mentoring year 11’s. | Portraiture project | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people |
| **Business Studies** | Enterprise and business world –external factors, PESTLE factors affecting way economies  | Principles of customer service, Personal Selling, Employment Law, Recruitment Selection and Employment. Business stakeholders including Trade Unions. | Recruitment, selection and employment. Social factors affecting businesses  | **Conflict and resolution in business. Adapting to different stakeholder requirements.** |
| **Child Development** | The provision of statutory services | Health, Social Care and Early years services provided at the point of need for service users. | Factors influencing dietary needs |  |
| **Geography** | China- One Child Policy. The impact of State policy on a population | SDME: Should coastal managed retreat be decided by local or national councils? | Knowledge of ‘other’ (and self) people, places, beliefs and cultures Respecting ‘other’ opinions in debates | Should people have the right to reside in hazard regions? |
| **Health and Social Care** | Legislation relating to the provision of HSC & EY services (R021&R028) | Health, Social Care and Early year’s services provided at the point of need for service users. | Provision of services based on religious need Care Values | Care values and the ability for service users to choose their care |
| **History** | 1933- a dictatorship to a democracy- Hitler and the Nazi Party. Students explore what a democracy is and how it ‘died’ in Nazi Germany | The persecution of other minorities within Nazi Germany i.e Gypsies, |  |  |
| **ICT** | CMA, CDPA, RIPA, FOI | Open-source software development, public ownership licenses | Regulation of Investigatory Powers Act (RIPA) - *(limitations on tapping digital comms.)*, Data Protection Act, Online Privacy, Data Encryption Techniques | Digital Piracy, Copyright Designs & Patents Act (CDPA |
| **Creative Media** | Regulation of the film industry (BBFC) and the magazine industry (IPSO) | Key concept of representation is tackled in detail across both key stages, including: · How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) · Institutional ideologies/ audience values · Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media  | Using media as a practical tool to express creative voice Ownership of learning through personal choice of topic, e.g. magazine, film genre |  |
| **Physical Education** | Safe/correct equipment Elaborating on why we have Laws/Rules Officiating as an assessed practical – knowing the Laws and applying them appropriately | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) PE Prefects Development of tactical awareness GCSE practical criteria – positions, effectiveness in individual/team sports | Referee officiating courses Inclusivity and participation, CHIRPS - covered in GCSE content | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) Presentations in GCSE lessons |
| **Psychology** | Authoritarian personality – social order and prevents defiance | Equal opportunities for boys and girls (positive discrimination) within education | Understanding and accepting different psychological that conflict with mainstream views e.g. sex and gender and androgyny Attachment: Different upbringings | Free will – attachment Free will within Obedience |