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Year 10 Overview 2025-26 –PHYSICS

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (12 lessons) (38Days)				
Tues 2-Sep Tues Y7 only Wednesday-whole school	A	1	Overview of Unit/No. lessons • Forces and Motion (12 Lessons) Lesson **Sequence** of Content: 1 – Speed (1 lesson) 2 – Distance-time graphs (1 lesson) 3 - Velocity and acceleration (1 lesson) 4/5 - Velocity-time graphs (2 lessons) 6 - Stopping distances (1 lesson) 7 - Investigating friction (1 lesson) 8 - Balanced and unbalanced forces (1 lesson) 9 - Newton's Laws (1 lesson) 10 - F=ma (1 lesson) 11/12 – F = ma required practical (2 lessons)	**Foundational concepts:** Force and motion **WALTs:** • Solve problems by rearranging the speed equation • Describe a journey by interpreting the slopes of a distance time graph • Calculate the speed of an object on a distance time graph (HT) • Solve problems by rearranging the acceleration equation • Interpret the gradient of velocity-time graphs. Calculate acceleration from velocity time graphs • Calculate the distance travelled from a velocity time graph (HT) • Know the factors that affect the braking distance and thinking distance • Investigate the factors that affect friction • Understand and calculate resultant forces • Describe qualitatively the effects of forces on objects • Investigate the relationship between force, mass and acceleration **Tier 2/3 Vocabulary** • Glossaries, quick quizzes, within exam questions, PowerPoints. • **Key words**: Acceleration, deceleration, distance, gradient, constant, reaction time, balanced, unbalanced, equal, opposite, air resistance, resultant, motion, state, height, mass, kinetic, force **Links to root words (etymology):** O Motion – to move o Kinetic – to move o Resultant – result of o Acceleration – accelerat – 'hastened' **Misconceptions:** Thinking everything that moves will eventually come to a stop and that
8-Sep	B	2		
15-Sep (INSET Friday)	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	6		
13-Oct	A	7		
20-Oct	B	8		

Prior	Current	Next
Y7 Forces - friction, distance-time graphs, speed calculations	Apply forces with further equations and introducing acceleration calculations Application of knowledge into F=ma equation	Momentum – Y11 Y12/13 Turning points in physics

• Unit Learning Outcomes

GW: Recall the speed equation, State what the gradient of a distance-time graph & velocity time graph represents, Explain the difference between the velocity and speed of an object, Know the definitions for thinking and braking distance, calculate resultant force

BI: Collect data and analyse to determine the speed using the equation, Explain the motion of an object from a distance-time & time-velocity graph, Calculate the acceleration of an object from its velocities and time, List the factors that affect thinking & braking distance, Know the effect of a resultant force and zero resultant force

EW: Re-arrange the speed and acceleration equation, Compare the speed of different objects using the gradient of a distance-time graph (HT), Calculate the distance an object travels from a velocity-time graph (HT), Explain the factors that affect thinking & braking

			distance, Apply your knowledge of resultant forces to real life examples • <u>GCSE/Exam Links</u> Application of equations to calculate data, multi-step calculations, interpret graphical data, recall and apply knowledge. Recall and apply knowledge, carry out and evaluate practical method, use of equations (multi-step calculations), rearranging equations, evaluate evidence, draw conclusions from evidence	rest is the "natural" state of all objects **History & Culture:** • Changing views on impact of drink-driving and other influences. • Our understanding of acceleration is due to the work of two great scientists, Italian physicist Galileo Galilei (1564–1642) and English physicist Isaac Newton (1642–1727). • During the late sixteenth and early seventeenth centuries, Galileo first observed the motion of objects rolling down an inclined plane. **Careers:** Aerospace engineering, car design and engineering ballistics **EDI:** • Scientists from different backgrounds, nationalities • An acceptance of alternative theories of gravity (e.g. Newton, Einstein, Gravitational Wave Theory) • Road safety and older drivers *Parent and Carers month/Black History month* *World afro day* *International day of sign languages* *world mental health day* *world teachers day* *World cerebal palsy day* • **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) • Foundation: Week 6 • Higher/Sep: Week 6
Half-Term			**7 weeks (10/11 lessons for combined) (35 Days)**	
3-Nov	A	9	<u>Overview of Unit/No. lessons</u> Forces and motion (4 lessons) Particles and energy (6 lessons) <u>Lesson **Sequence** of Content</u>: 1/2 – Forces on falling objects and terminal velocity (2 lessons) 3/4 – Specific heat capacity (2-3 lessons, including Req Prac) 5/6 – Internal energy and latent heat (2 lessons) Lenses – separates (4 lessons) 7 – Kinetic energy (1 lesson) 8 – Gravitational potential energy (1 lesson) 9/10 – Elastic Potential energy and Hooke's Law practical (2 lesson)	**Foundational concepts:** Forces and motion **<u>WALTs</u>**: • Explain the motion of an object falling through a fluid • Identify the effects of forces in situations where bodies move through fluids • Draw and interpret v-t graphs for falling objects • Know how to calculate the specific heat capacity of a material, mathematically and practically
10-Nov	B	10		
17-Nov	A	11		
24-Nov	B	12		
1-Dec	A	13		
8-Dec	B	14		
15-Dec	A	15		

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Prior	Current	Next
Y7 Forces Yr7 particles and energy	Apply forces with further equations and introducing terminal velocity Understanding of changes of state	Y12/13 Turning points in physics, projectile motion Yr10 – Latent heat

GW: Identify forces acting on a falling object/Be able to use the equation to calculate specific heat capacity

• BI: Describe how the resultant force acting on a falling object changes and how this affects the motion of the object/give a definition of specific heat capacity

• EW: Describe the change in motion/resultant forces on a falling object from a v-t graph/ Describe a practical to find the specific heat capacity of a material

Recall and apply knowledge, carry out and evaluate practical method, use of equations (multi-step calculations), rearranging equations, evaluate evidence, draw conclusions from evidence.

Assessment:
- Quick quiz
- Exam style questions
- Q&A

Interleaving

- Understand what is meant by refraction and be able to draw a wave front diagram
- Know how to complete ray diagrams for a converging and diverging lens
- Know how to draw accurate ray diagrams for a converging lens
- Know uses of converging and diverging lenses
- Know the structure of the human eye
- Know how lenses can be used to correct vision defects
- Know what is meant by latent heat
- Know the formula involving latent heat
- Calculate kinetic energy from velocity and mass
- Calculate gravitational potential energy

Tier 2/3 Vocabulary:
• Glossaries, quick quizzes, within exam questions, PowerPoints.
Key words:
Force, mass, acceleration, balanced, unbalanced, terminal velocity, fluid, air resistance, gravity, resultant

Links to root words (etymology):
Acceleration – accelerat – 'hastened'
Terminal – terminus – end, boundary

Misconceptions:
Thinking that heavier objects fall faster because they experience less air resistance

History & Culture:
• In fluid dynamics, the drag equation is a formula used to calculate the force of drag experienced by an object due to its movement through a fully enclosing fluid, and used to calculate terminal velocity of movement in fluids. The equation is attributed to Lord Rayleigh (1842–1919).

Careers:
Ballistics, aerospace engineering

EDI:
• Scientists from different backgrounds, nationalities

				• 12th century Islamic philosopher Abu'l-Barakāt al-Baghdādi first proposed an explanation of the acceleration of falling bodies • Austrian skydiver Felix Baumgartner achieved the fastest terminal velocity reached by a human (2012) *Mens health awareness month/disability confident month* *Diwali* *Remembrance Sunday* *Transgender awareness week* *World Diabetes Day* *World AIDS day* *Christmas Day* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) • Foundation: Week 13 • Higher • Sep: Week 13
Christmas Holiday			**6 weeks (8/9 lessons for combined) (30 Days)**	
5-Jan	B	16	Overview of Unit/No. lessons Particles and energy (2 lessons) Magnetism and Electromagnetism (2 lessons) Motor effect (HT) (1-2 lessons) Momentum (HT) (2-3 lessons) Lesson **Sequence** of Content: 1 – Work done and power (1 lesson) 2 – Weight (1 lesson) 3 – Magnetism (1 lesson) 4 – Electromagnets (1 lesson) Electromagnetic induction, generators and induction – separates (3 lessons) 5/6 - The motor effect – HT (2 lessons) 7/8/9 - Momentum – HT (2 lessons) And Vector diagrams (1 lesson) – HT FT could revise paper 2 topics ahead of ST1 for lessons 5-9	**Foundational concepts**: Waves, Particles and Energy **WALTs:** • Know the equation for work done and weight • Know how to find the magnetic field of a bar magnet • Know the factors that can affect the strength of an electromagnet. • Know how an AC generator works • Understand how transformers work • Know what the motor effect is and Flemings left hand rule (HT) • Be able to explain what is meant by momentum and how it is related to mass and velocity (HT) • Resolve a single force into two components (HT) **Tier 2/3 Vocabulary** • Glossaries, quick quizzes, within exam questions, PowerPoints. **Key words**:
12-Jan	A	17		
19-Jan	B	18		
26-Jan	A	19		
2-Feb	B	20		
9-Feb	A	21		

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Prior	Current	Next
Y8, 9 – Atomic structure Y8 – Magnetism Y7 – Forces (e.g. gravity) Y7 – Energy	Further detail on electron arrangements and history of the development of an atomic model (plum pudding, nuclear model) Types of radiation, uses and dangers Calculating force on magnetic current (F=BIL)	Y12 – Particles and radiation Y11 – Electricity –

- GW: Demonstrate what 'Fleming's left hand rule' represents, Calculate the momentum of an object of a known mass and velocity, Describe what a transformer and generator do, Name, describe and explain properties of sub atomic particles and locate parts of the atom, identify the two models of the atom, Name the 3 types of radiation and their uses, Describe the types of nuclear decay

- BI: Use F = BIL for a conductor at right angles to a magnetic field and carrying a current, Explain that momentum is conserved in any collision in a closed system, Describe how a transformer and generator work, Understand the difference between atomic mass and atomic number, Explain the difference between the nuclear and plum pudding model of the atom, Explain what isotopes and ions are, Describe the 3 types of radiation and evaluate their uses

- EW: Explain how the force on a conductor in a magnetic field causes the rotation of the coil in an electric motor, Apply and rearrange the appropriate momentum equation, Explain how AC current is generated and how transformers work, Calculate proton, electron and neutron numbers for various elements, explain Rutherford's scattering experiment, Describe and explain properties of each type of radiation and explain the use of different sources

Recall of knowledge, application of knowledge, interpret data, analyse results, carry out practical procedures, write practical methods

Assessment:
- Quick quiz
- Exam style questions
- Q&A
- Interleaving
- Practical skills
- Interpretation & evaluation skills

Internal, energy, latent heat, store, kinetic, gravitational potential, elastic potential, work done, power, weight, mass,

Links to root words (etymology):
- Latent – 'being hidden'
- Magnet - *magnēs lithos* – lodestone, rock discovered to attract certain metallic items
- Solenoid - *sōlēn* - channel, pipe
- Repulse – *Repuls* – Driven back

Misconceptions:
- Thinking energy and force are the same
- Work - They find this hard! From the non-scientific point of view, "work" is synonymous with "labour"
- Thinking all metals are attracted to a magnet
- Thinking larger magnets are always stronger than smaller magnets

History & Culture:
- Links to geographical/cultural differences in lens usage
- British scientist William Sturgeon invented the electromagnet in 1824. His first electromagnet was a horseshoe-shaped piece of iron that was wrapped with about 18 turns of bare copper wire

Careers:
Ophthalmics, electrical engineering

EDI:
• Scientists from different backgrounds, nationalities
• Christiane Bonnelle, French physicist and pioneering spectroscopist
• Lucy Wilson (1880-1980), theories of vision, optics and spectroscopy
• Huang Lu (1769-1829), Chinese optics inventor
• Chinese polymathic scientist Shen Huo was the first to describe the magnetic needle compass in 1088, pioneered work in magnetism
• James West – co-inventor of microphone
• Michael Faraday – apprentice to book binder at age 14

LGBT+ History month
Holocaust memorial day

			Data analysis skills	*World Hijab Day* *Children's mental health week.* *Safer internet day* *Chinese New Year* • **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) • Foundation: Week 21 • Higher week 21 • Sep: Week 21
Half-Term			**6 weeks (8/9 lessons) (29 Days)**	
23-Feb	B	22	INSET 24th Feb <u>Overview of Unit/No. lessons</u> Atoms and radiation (6 lessons) <u>Lesson **Sequence** of Content</u>: 1/2 - Structure and history of the atom (2 lessons) 3 - Types of radiation (1 lesson) 4 – Half life (1 lesson) 5 - Measuring radiation (1 lesson) 7/8/9 – ST1 exam revision (3 lessons) • GW: Name the 3 types of radiation and their uses, describe the types of nuclear decay, Define the term half-life, Know what is meant by contamination, Describe how helium can be formed, Identify different stages in a start 'life', describe where fission and fusion occur • BI: Describe the 3 types of radiation and evaluate their uses, Describe how the nucleus of an atom changes with alpha, beta and gamma decay, Describe the random nature of radioactive decay, Know what is meant by irradiation, Describe the stages involved in a star life-cycle, Describe what fission and fusion are • EW: Describe and explain properties of each type of radiation and explain the use of different sources, Write balanced equations that show alpha (α) and beta (β) decay., Determine the half-life of a source from a graph or table of data, Be able to explain the difference between contamination and irradiation, Explain how helium is formed and how fusion and fission occur Recall of knowledge, application of knowledge, interpret data, analyse results, carry out practical procedures, write practical methods, recall equations, rearrange equations, complete multi-step calculations **Assessment:** • Quick quiz • Exam style questions • Q&A • Interleaving	**Foundational concepts:** Particles, Nuclear, Space and Weight **<u>WALTs:</u>** • Know the structure of the atom • Know the history of the atomic model • Know the three types of radiation and their properties • Know some different uses of radioactivity and understand how they work **Tier 2/3 Vocabulary** • Glossaries, quick quizzes, within exam questions, PowerPoints. **<u>Key words:</u>** Alpha, beta, gamma, electron, neutron, emit, deflect, nucleus, charge, electromagnetic, penetrate, ionise, , exposure, magnetic/electric field, absorbed, decay, gravity, nebula, protostar, main sequence, temperature, red giant, supergiant, white dwarf, black dwarf, neutron star, black whole, galaxy, stars, energy **Links to root words (etymology):** • Irradiation - *Irradiat*; shine up on • Contaminate; - *contaminat* - *make impure* **Misconceptions:** Thinking that all radiation is harmful **<u>History & Culture:</u>** • Links to nuclear power station disasters (Chernobyl) and impact, changing views of nuclear power,
2-Mar	A	23		
9-Mar	B	24		
16-Mar	A	25		
23-Mar	B	26		
30-Mar (finish Wednesday 1st April)				
	A	ST1		

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			• Practical skills • Interpretation & evaluation skills • Data analysis skills Quantitative skills	nuclear waste disposal, nuclear weapons testing and impact • A major goal of nuclear research in the mid-1950s was to show that nuclear energy could produce electricity for commercial use. The first commercial electricity-generating plant powered by nuclear energy was located in Shippingport, Pennsylvania. It reached its full design power in 1957. **Careers:** Astrophysics, astronomy, spacecraft engineering **EDI:** • Scientists from different backgrounds, nationalities • An acceptance of alternative origin of life theories (e.g. Big Bang, Evolution, Creationism) • Katie Bouman helped develop an algorithm to create the first-ever image of a black hole (2019) • Margaret Hamilton wrote the code for the Apollo Project (1969) to put man on the moon • Mae Jemison first black woman to travel into space (1992) • 'Hidden Figures' Mary Jackson, Katherine Johnson and Dorothy Vaughan devised orbital trajectories for putting the first men into space in the 1960s • Sally Ride was first acknowledged gay and female astronaut in space (1983) • Maggie Aderin-Pocock – female space scientist • Famous theoretical physicist Stephen Hawking known for Hawking radiation and multiple black hole theories, diagnosed with MND, continued research despite being paralysed • Jocelyn Bell Burnell – Discovered pulsars • Lisa Meitner – coined the term nuclear fission Enrico Fermi – created first nuclear reactor

				Equality Diversity and Inclusion (EDI) links? *Women's history month* *Ramadhan begins* *World Down Syndrome day* *Transgender day of visibility* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) • Foundation: Week 25 • Higher/Sep week 25
Easter Holiday			**5 weeks (7-8 lessons) (24 Days)**	
20-Apr	B	ST1	Overview of Unit/No. lessons **Prior**: Atoms and electrons (Y7-9) **Current**: Types of nuclear radiation, their uses, dangers and half lives **Next**: Y12 – Particles and radiation; Year 12/13 – Gravitational fields; Classification by temperature, black-body radiation; Supernovae, neutron stars and black holes Ionising radiation (4 lessons) **Lesson Sequence of Content:** 1/2/3 – sitting ST1 exams and feedback 4/5 - Nuclear decay (2 lessons) 6 – Uses of radiation (1 lesson) 7 - Contamination and irradiation (1 lesson) 8 – Sep only fission & Fusion Space – separates (6 lessons) • GW: Name the 3 types of radiation and their uses, describe the types of nuclear decay, Define the term half-life, Know what is meant by contamination, Describe how helium can be formed, Identify different stages in a start 'life', describe where fission and fusion occur • BI: Describe the 3 types of radiation and evaluate their uses, Describe how the nucleus of an atom changes with	**Foundational concepts:** Particles, Nuclear, Space and Weight **WALTs:** • Understand nuclear decay • Know what is meant by half life • Know the difference between contamination and irradiation • Know how elements heavier than Helium are formed in stars • Know and understand the life cycle of a star • Understand Nuclear fission and fusion • Understand how nuclear fission occurs inside of a nuclear reactor **Tier 2/3 Vocabulary** • Glossaries, quick quizzes, within exam questions, PowerPoints. **Key words:** Alpha, beta, gamma, electron, neutron, emit, deflect, nucleus, charge, electromagnetic, penetrate, ionise, , exposure, magnetic/electric field, absorbed, decay, gravity, nebula, protostar, main sequence, temperature, red giant, supergiant, white dwarf, black dwarf, neutron star, black whole, galaxy, stars, energy **Links to root words (etymology):** • Irradiation - *Irradiat*; shine up on • Contaminate; - *contaminat* - *make impure* **Misconceptions:** Thinking that all radiation is harmful **History & Culture:**
27-Apr	A	29		
4-May (Bank holiday Mon)	B	30		
11-May	A	31		
18-May	B	32		

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			alpha, beta and gamma decay, Describe the random nature of radioactive decay, Know what is meant by irradiation, Describe the stages involved in a star life-cycle, Describe what fission and fusion are • EW: Describe and explain properties of each type of radiation and explain the use of different sources, Write balanced equations that show alpha (α) and beta (β) decay., Determine the half-life of a source from a graph or table of data, Be able to explain the difference between contamination and irradiation, Explain how helium is formed and how fusion and fission occur Recall of knowledge, application of knowledge, interpret data, analyse results, carry out practical procedures, write practical methods, recall equations, rearrange equations, complete multi-step calculations **Assessment:** • Quick quiz • Exam style questions • Q&A • Interleaving • Practical skills • Interpretation & evaluation skills • Data analysis skills Quantitative skills	• Links to nuclear power station disasters (Chernobyl) and impact, changing views of nuclear power, nuclear waste disposal, nuclear weapons testing and impact • A major goal of nuclear research in the mid-1950s was to show that nuclear energy could produce electricity for commercial use. The first commercial electricity-generating plant powered by nuclear energy was located in Shippingport, Pennsylvania. It reached its full design power in 1957. **Careers:** Astrophysics, astronomy, spacecraft engineering **EDI:** • Scientists from different backgrounds, nationalities • An acceptance of alternative origin of life theories (e.g. Big Bang, Evolution, Creationism) • Katie Bouman helped develop an algorithm to create the first-ever image of a black hole (2019) • Margaret Hamilton wrote the code for the Apollo Project (1969) to put man on the moon • Mae Jemison first black woman to travel into space (1992) • 'Hidden Figures' Mary Jackson, Katherine Johnson and Dorothy Vaughan devised orbital trajectories for putting the first men into space in the 1960s • Sally Ride was first acknowledged gay and female astronaut in space (1983) • Maggie Aderin-Pocock – female space scientist • Famous theoretical physicist Stephen Hawking known for Hawking radiation and multiple black hole theories, diagnosed with MND, continued research despite being paralysed • Jocelyn Bell Burnell – Discovered pulsars • Lisa Meitner – coined the term nuclear fission

<table>
<tr><td></td><td></td><td></td><td></td><td>Enrico Fermi – created first nuclear reactor

Good Friday
Easter Sunday
Autism and stress awareness month.
World Malaria Day
Lesbian visibility day
UK national walking month.
Deaf awareness week
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

• Foundation: Week 31

• Higher/Sep week 31
• Higher/Sep week 31</td></tr>
<tr><td>Half-Term</td><td colspan="3">7 weeks (10-11 lessons) (35 Days)</td><td></td></tr>
<tr><td>1-Jun</td><td>A</td><td>33</td><td rowspan="8"><u>Overview of Unit/No. lessons</u>
Electricity practical lessons (6 lessons)

Year 9 Revision/revue

<u>Lesson Sequence of Content</u>:
1 – Electrical circuits recap (1 lesson)
2 - Resistance of a wire practical (1 lesson)
3/4 – LDR practical (1-2 lessons)
5/6 – Thermistor Practical (2 lessons)

7/8 Yr9 Revision/revue

<table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>Y 8 – Building circuits and circuit symbols, defining voltage and current</td><td>Use of a different component (LDR) and looking at resistance</td><td>Y11 – other electrical components in circuits

Y12/13 – Electricity - current-voltage characteristics, resistivity, circuits

Y12/13 – Further mechanics</td></tr></table>
• GW: Identify variables in the LDR experiment and thermistor experiment</td><td rowspan="8">Foundational Concepts:
Energy and Circuits

<u>WALTs:</u>
• Identify practically how temperature affects resistance of a thermistor
• Identify practically how light affect resistance of LDR
• Identify practically how the length od wire affects the resistance of the wire

<u>Tier 2/3 Vocabulary</u>:
Glossaries, quick quizzes, within exam questions, PowerPoints

<u>Key words:</u>
Light-dependent resistor, light intensity, resistance, electrons, independent, dependent, control variable

Links to root words (etymology):
○ Resistor; resistance; resistere; ‘hold back’
○ Light dependent resistor; resistance depends on the light
○ Intensity; intense; intensus; ‘tightly strained’

<u>History & Culture:</u>
• The idea of a photoresistor developed when photoconductivity in Selenium was discovered by Willoughby Smith in 1873. Many variants of</td></tr>
<tr><td>9-Jun</td><td>B</td><td>34</td></tr>
<tr><td>16-Jun</td><td>A</td><td>35</td></tr>
<tr><td>23-Jun</td><td>B</td><td>36</td></tr>
<tr><td>30-Jun</td><td>A</td><td>37*</td></tr>
<tr><td>7-Jul</td><td>B</td><td>38*</td></tr>
<tr><td>14-Jul</td><td></td><td></td></tr>
<tr><td></td><td>A</td><td>39*</td></tr>
</table>

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			• BI: Describe how resistance changes with light intensity and temperature • EW: Explain uses of an LDR and thermistor Recall of knowledge, application of knowledge, interpret data, analyse results, carry out practical procedures, write practical methods, recall equations, rearrange equations, complete multi-step calculations **Assessment:** • Quick quiz • Exam style questions • Q&A • Interleaving Quantitative skills	the photoconductive devices were then made. • The first NTC thermistor was discovered in 1833 by Michael Faraday, who reported on the semiconducting behavior of silver sulfide. Faraday noticed that the resistance of silver sulfide decreased dramatically as temperature increased. **Careers:** Electrical engineering, design engineer, electrician, electrical engineer **EDI:** • Scientists from different backgrounds, nationalities • Italian Alessandro Volta credited as the inventor of the electric battery (1800s), SI unit of voltage named after him • Edith Clarke (1883-1959) was the first woman to be professionally employed as an electrical engineer in the US *LGBTQ+ pride month.* *Gypsy, Roma and Traveller history month.* *world day against child labour* *autistic pride day* *World refugee day* **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) • Foundation: Week 37 • Higher/Sep week 37
(Total: 190 Days)				

*Weeks 37-39 are **likely** to be impacted by college visits, year rewards trip, sports day and work experience week.

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?

- For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?