



## Year 10 Yearly overview 2022-2023

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>English</b>	<p><b><u>1 Developing reading skills</u></b> Exploring how to identify and unpack the explicit meanings of a text Exploring how to extract detailed and implied meanings from a text Considering strategies to identify relevant textual evidence and ideas Investigating how to overcome difficult and new vocabulary choices in a text Considering ways to unpack a text’s purpose, meanings and sense of audience Exploring the effects created by a text through the use of different narrative voices Investigating how to unpack some of the hidden meanings and attitudes contained in a text</p> <p><b><u>2 Developing writing skills</u></b> Considering how the language, structure and register of a text are dependent on audience</p>	<p><b><u>3 Writing summaries</u></b> Investigating how to write an effective response to the summary question Developing and enhancing writing to summarise skills Improving summary responses by reflecting upon how to use your own words Developing logically sequenced summary responses Developing precise and concise summary responses Enhancing the fluency and clarity of summary responses</p> <p><b><u>4 Responding to reading</u></b> Exploring ways to identify implicit meanings and consider how they impact upon the reader Developing ideas about a writer’s ideas / use of language in a concise and logical manner</p>	<p><b><u>5 Selecting, analysing and using information</u></b> Selecting and organising relevant information in a coherent and effective way Developing coherent and logical texts by using supporting detail Investigating and analysing the effects of a range of literary devices Exploring the effects of a range of key features of Persuasive writing, and how they can be used to convince the audience Developing a detailed report using a range of key features Evaluating and reviewing the success of different types of texts</p> <p><b><u>6 Directed writing</u></b> Considering how to maximise writing marks in Directed Writing questions and for Coursework Portfolio</p>

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	<p>Utilising a range of appropriate vocabulary choices to convey ideas to the reader accurately</p> <p>Exploring how to effectively structure and sequence our writing</p> <p>Exploring how the success of different texts depends upon different groups of key features</p> <p>Developing effective written texts in a variety of styles by using a range of appropriate key features</p> <p>Experimenting in using a range of vocabulary choices and sentence structures to convey different voices in our writing</p> <p>Considering ways to improve the accuracy of spelling and grammar structures</p>	<p>Exploring how a writer’s use of language affects the reader’s thinking and understanding</p> <p>Exploring how narratives are developed and sequenced</p> <p>Investigating ways to analyse how a character is presented</p> <p>Considering how an argument can effectively persuade the reader</p>	<p>Assignment 2: writing to describe</p> <p>Exploring the key features of language and style used in a transcript</p> <p>Investigating the conventions of letter writing</p> <p>Developing engaging and thoughtful articles using a range of key features to inform, explain and describe</p> <p>Exploring how to compose effective speeches that inform and persuade</p> <p>Exploring how to write an effective journal entry that informs, describes and reflects</p>
<p><b>Maths</b></p>	<p>Theme: Number and language, accuracy, calculations and order, and integers</p> <p>Skills: Identify and use natural numbers, integers (positive, negative and zero), prime numbers, square and cube numbers, common factors and common multiples, rational and</p>	<p>Theme: Set notations and Venn diagrams</p> <p>Skills: Interpret and use set notations and Venn diagrams in practical situations. Draw diagrams from given data.</p> <p>Theme: Algebraic representation and</p>	<p>Theme: Geometrical vocabulary and construction, similarity and congruence, angle properties, perimeter, area and volume.</p> <p>Skills: Reflect simple plane figures in horizontal or vertical lines.</p> <p>Rotate simple plane figures about the origin, vertices or</p>



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	<p>irrational numbers (e.g. <math>\pi</math>, <math>2</math>), real numbers, reciprocals.</p> <p>Theme: Fractions, decimals and percentages, ratio and proportion</p> <p>Skills: Use the four rules for calculations with whole numbers, decimals and fractions (including mixed numbers and improper fractions), including correct ordering of operations and use of brackets.</p> <p>Theme: Indices in standard form</p> <p>Skills: Understand the meaning of indices (fractional, negative and zero) and use the rules of indices</p> <p>Theme: Money, finance and time.</p> <p>Skills: Use given data to solve problems on personal and household finance involving earnings, simple interest and compound interest.</p>	<p>manipulation, algebraic indices, equations and inequalities.</p> <p>Skills: Solve linear and quadratic equations approximately, including finding and interpreting roots by graphical methods.</p> <p>Recognize, sketch and interpret graphs of functions.</p> <p>Theme: Sequences, graphs in practical situations, graphs of functions and straight-line graphs.</p> <p>Skills: Continue a given number sequence. Recognize patterns in sequences including the term-to-term rule and relationships between different sequences. Find and use the <math>n</math>th term of sequences.</p>	<p>midpoints of edges of the figures, through multiples of <math>90^\circ</math>. Construct given translations and enlargements of simple plane figures.</p> <p>Theme: Bearings, trigonometry, vectors, transformations, probability.</p> <p>Skills: Recognize and describe reflections, rotations, translations and enlargements. Calculate the probability of simple combined events, using possibility diagrams, tree diagrams and Venn diagrams.</p>
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<p><b>Russian non-native</b></p>	<p><b>Theme 1: Identity and culture</b> Daily life – everyday life Who am I? – socialising with friends, what my friends and family are like. Daily life – everyday life; shopping.</p> <p><b>Theme 2: Local area, holiday and travel</b> Travel and tourist transactions – accommodation. Holidays – destinations. Town, region and country – places to see, weather.</p> <p><b>Grammar coverage:</b> Regular past tense verbs, singular and plural. Past tense singular and plural of идти. Verbs of motion – ездить and ходить. Regular adjectives in singular and plural. Genitive singular and plural with common expressions of quantity (много and мало). Modular можно + infinitive, in present, past. Где and куда. В (на) + accusative or prepositional. Regular imperatives.</p> <p><b>Skills coverage:</b> Talking about socialising in school clubs and when (days and times) Purchasing in shops Discussing quantities Writing a shopping list</p>	<p><b>Theme 2: Local area, holiday and travel</b> Travel and tourist transactions – asking for help and dealing with problems</p> <p><b>Theme 1: Identity and culture</b> Cultural life – reading; music; sport; film and television</p> <p><b>Theme 3: School</b> What school is like – school types; subjects</p> <p><b>Theme 4: Future aspirations, study and work</b> Ambitions – further study Work – careers and professions.</p> <p><b>Grammar coverage:</b> Construction for ‘not having’ in present and past: у меня нет/ не было + genitive (singular) Regular adjective endings ‘Soft’ adjectives Direct objects rendered by accusative case (singular adjectives + nouns) Direct objects rendered by accusative case (singular adjectives + nouns)</p>	<p><b>Theme 1: Identity and culture</b> Who am I? – interests Daily life – everyday life Who am I? Relationships Cultural life – music</p> <p><b>Theme 3: School</b> What school is like – school day</p> <p><b>Theme 4: Future aspirations, study and work</b> Using languages beyond the classroom – travel; employment</p> <p><b>Grammar coverage:</b> Use of verbal construction ‘in order to’ – чтобы Translating ‘must’ - надо, нельзя; нужен/нужна/нужно/нужны Reflexive verbs, in all persons and tenses Revision of telling the time Non-reflexive and reflexive verbs in present, past (perfective) and future (perfective) Particularly: я занимаюсь; мне нравится Expressing distances, using genitive case Possessive наш (nominative only)</p>
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	<p>Staying in places using в, на and у</p> <p>Holiday activities in the past tense</p> <p>Staying in a country</p> <p>Nationalities and languages</p> <p>Holiday activities in past tense</p> <p>Talking about what is in your town, including use of past tense</p> <p>Using adjectives to embellish descriptions</p> <p>Talking about things to do in a town/region</p> <p>Talking about preferences for town or countryside, with reasons</p> <p>Listening, reading, free writing</p> <p>Role play</p> <p>Preparation for the picture-based speaking task</p>	<p>Common reflexive verbs – заниматься, интересоваться, увлекаться</p> <p>Use with these verbs of instrumental case (singular nouns)</p> <p><b>Skills coverage:</b></p> <p>Listening, reading, free writing</p> <p>Role play/ dialogue</p> <p>Picture-based speaking task</p> <p>Free writing</p> <p>Discussing illness and what is hurting</p> <p>Expressing feelings, giving reasons</p> <p>Discussing personal hobbies, using common verbs governing the instrumental</p> <p>Talking about other people’s hobbies</p> <p>Talking about subjects studied – present and past</p> <p>Understanding/giving basic description of a school</p> <p>Expressing preferences for school subjects, giving reasons</p> <p>Talking about part-time jobs, including opinions, reasons and justifications</p>	<p>Ordinal numerals for storeys</p> <p>Use of prepositional of ordinals in conjunction with этаж</p> <p><b>Skills coverage:</b></p> <p>Listening, reading, free writing</p> <p>Role play/ dialogue</p> <p>Picture-based speaking task</p> <p>Free writing</p> <p>Discussing how to be healthy</p> <p>Talking about personal health and fitness</p> <p>Preparation for the picture-based speaking task</p> <p>Developing more sophisticated reasoning and justification</p> <p>Discussing daily routine</p> <p>Describing how you help around the home</p> <p>Accurate use of tenses</p> <p>Revision for end of year assessments</p> <p>End-of-year assessments</p> <p>Self-analysis of performance in assessments; target setting</p>
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		<p>Talking about future work and careers Discussing jobs people have now Connectives to enhance written work</p>	
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<b>Russian native</b>	<p><b><u>A level skills</u></b></p> <p><b>Literature:</b></p> <p>In the study of the literary text students also need to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Critically analysing the work</li> <li>• Evaluating the form and techniques used in the work</li> <li>• Presenting and justifying viewpoints</li> <li>• Developing logical arguments to persuade</li> <li>• Relating the work to key concepts, issues and the social context</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• To articulate experience and express what is thought, felt and imagined</li> <li>• To order and present facts, ideas and opinions</li> <li>• To understand and use a range of appropriate vocabulary</li> <li>• To use language and register appropriate to audience and context</li> <li>• To make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling</li> </ul>		
	<p><b><u>A-level literature:</u></b></p> <p>“Пиковая дама”, Alexander Pushkin, 1834 (short story)</p>	<p><b><u>A-level literature:</u></b></p> <p>“Вишнёвый сад”, Anton Chekhov, 1904 (play)</p>	<p><b><u>A-level literature:</u></b></p> <p>“Ревизор”, Nikolay Gogol, 1836 (play)</p>
	<p><b><u>Grammar and Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling of Participles and Verbal Adverbs (revision)</li> <li>• Spelling of Adverbs</li> </ul>	<p><b><u>Grammar and Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling of complex conjunctions</li> <li>• Complex and Compound sentences</li> </ul>	<p><b><u>Grammar and Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Syntax constructions with Introductory words/phrases</li> <li>• Spelling of complex prepositions</li> </ul>



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<p><b>Chemistry</b></p>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>States of matter Solids, liquids and gases Diffusion</li> <li>Atoms and elements Atomic structure Isotopes and radioactivity How electrons are arranged Metals and non-metals</li> <li>Atoms combining Compounds, mixtures and chemical change Ions and ionic bond Covalent bond and covalent compounds Ionic and covalent structures Bonding in metals</li> <li>Redox reactions Oxidation and reduction Electron transfer and change of oxidation state</li> </ol>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>Separating substances Mixtures, solutions and solvents Separation methods Chromatography</li> <li>Acids, bases and salts Acids and alkalis Reactions of acids and bases Oxides and neutralisation Making salts</li> <li>The speed of reaction Measuring the rate of reaction Changing the rate of reaction Explaining rates Catalysts</li> <li>Electricity and chemical change Conductors and insulators Principles of electrolysis The reactions at the electrodes</li> </ol>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>Reacting masses and chemical equations The names and formulae of compounds Equations and chemical reactions Masses of atoms, molecules and ions</li> <li>Using moles The mole and calculations from equations Reactions involving gases Concentration of a solution Finding the empirical formula Finding percentage yield and purity</li> <li>Energy changes and reversible reactions Energy from fuels Reversible reactions Exothermic and endothermic reactions</li> </ol>
<p><b>Physics</b></p>	<p><b><u>Motion</u></b> -Define speed and calculate average speed from total distance total time -Plot and interpret a speed–time graph and a distance–time graph</p>	<p><b><u>Work, Energy, Power</u></b> -Relate (without calculation) work done to the magnitude of a force and distance moved in the direction of the force <b><u>Energy</u></b></p>	<p><b><u>Matter and Thermal Properties</u></b> -Describe how a physical property that varies with temperature may be used for the measurement of</p>

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	<ul style="list-style-type: none"> <li>-Recognise from the shape of a speed–time graph when a body is:               <ul style="list-style-type: none"> <li>–at rest moving with constant speed</li> <li>–moving with changing speed</li> </ul> </li> <li>-Calculate the area under a speed–time graph to work out the distance travelled for motion with constant acceleration</li> <li>-Demonstrate an understanding that acceleration and deceleration are related to changing speed including qualitative analysis of the gradient of a speed–time graph</li> <li>-State that the acceleration of free fall <math>g</math> for a body near to the Earth is constant</li> </ul> <p><b><u>Weight and Mass</u></b></p> <ul style="list-style-type: none"> <li>-Distinguish between mass and weight</li> <li>-Know that the Earth is the source of a gravitational field</li> <li>-Recognise that <math>g</math> is the gravitational force on unit mass and is measured in <math>N / kg</math></li> <li>-Recall and use the equation <math>W = mg</math></li> </ul> <p><b><u>Density</u></b></p> <ul style="list-style-type: none"> <li>-Recall and use the equation <math>\rho = m / V</math></li> <li>-Describe an experiment to determine the density of a liquid and of a regularly-shaped solid and make the necessary calculation</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate an understanding that work done = energy transferred</li> <li>-Demonstrate understanding that an object may have energy due to its motion (kinetic energy, KE) or its position (potential energy, PE) and that energy may be transferred and stored</li> <li>-Give and identify examples of changes in kinetic, gravitational potential, chemical potential, elastic potential (strain), nuclear, thermal, light, sound and electrical energy that have occurred as a result of an event or process</li> </ul> <p><b><u>Power</u></b></p> <ul style="list-style-type: none"> <li>-Relate (without calculation) power to work done and time taken, using appropriate examples</li> <li>- Recall and use the equation <math>P = \Delta E / t</math> in simple systems, including electrical circuits</li> </ul> <p>Energy Resources</p>	<p>temperature, and state examples of such properties</p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of sensitivity, range and linearity</li> <li>-Describe the structure of a thermocouple and show understanding of its use as a thermometer for measuring high temperatures and those that vary rapidly</li> <li>-Describe and explain how the structure of a liquid-in-glass thermometer relates to its sensitivity, range and linearity</li> </ul> <p><b><u>Thermal Processes</u></b></p> <ul style="list-style-type: none"> <li>-Recognise and name typical good and bad thermal conductors</li> <li>-Describe experiments to demonstrate the properties of good and bad thermal conductors</li> <li>-Recognise convection as the main method of energy transfer in fluids</li> </ul>
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	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>-Understand friction as the force between two surfaces which impedes motion and results in heating</li> <li>-Recognise air resistance as a form of friction</li> <li>-Find the resultant of two or more forces acting along the same line</li> <li>-Recognise that if there is no resultant force on a body it either remains at rest or continues at constant speed in a straight line</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish between renewable and non- renewable sources of energy</li> <li>-Describe how electricity or other useful forms of energy may be obtained from</li> <li>-Recall and use the equations:  <math display="block">\text{efficiency} = \frac{\text{useful energy output}}{\text{energy input}} \times 100\%</math> <math display="block">\text{efficiency} = \frac{\text{useful power output}}{\text{power input}} \times 100\%</math> </li> </ul> <p><b><u>Thermal Physics</u></b></p> <ul style="list-style-type: none"> <li>-State the distinguishing properties of solids, liquids and gases</li> <li>-Describe qualitatively the molecular structure of solids, liquids and gases in terms of the arrangement, separation, and motion of the molecules</li> <li>-Describe qualitatively the pressure of a gas and the temperature of a gas, liquid or solid in terms of the motion of its particles</li> </ul>	<ul style="list-style-type: none"> <li>-Interpret and describe experiments designed to illustrate convection in liquids and gases (fluids)</li> <li>-Recognise radiation as the method of energy transfer that does not require a medium to travel through</li> <li>-Identify infrared radiation as the part of the electromagnetic spectrum often involved in energy transfer by radiation</li> <li>- Identify and explain some of the everyday applications and consequences of conduction, convection and radiation</li> </ul> <p><b><u>Exam Preparation</u></b></p>
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		-Show an understanding of Brownian motion (the random motion of particles in a suspension) as evidence for the kinetic molecular model of matter	
<b>Biology</b>	<p><b><u>Unit 1 Cells and cell processes</u></b></p> <p><b><u>B1 Characteristics of living organisms</u></b></p> <p>1.1 Characteristics of living organisms</p> <p><b><u>B2 Cells</u></b></p> <p><u>2.1 Cell Structure</u></p> <p>2.1.1 Cells in living organisms</p> <p>2.1.2 Size of specimens</p> <p><u>2.2 Movement in and out of cells</u></p> <p>2.2.1 Diffusion</p> <p>2.2.2 Osmosis</p> <p><b><u>B3 Enzymes</u></b></p> <p><b><u>Unit 2 Animal nutrition</u></b></p> <p><b><u>B4 Nutrients</u></b></p> <p><u>4.1 Nutrients</u></p>	<p><b><u>Unit 3 Plant nutrition and transport</u></b></p> <p><u>4.2 Plant nutrition</u></p> <p>4.2.1 Photosynthesis</p> <p>4.2.2 Leaf structure</p> <p>4.2.3 Mineral requirements</p> <p><b><u>B5 Transport in plants</u></b></p> <p><u>5.1 Transport in Plants</u></p> <p>5.1.1 Xylem and phloem</p> <p>5.1.2 Water uptake</p> <p>5.1.3 Transpiration</p> <p>5.1.4 Translocation</p> <p><b><u>Unit 4</u></b></p> <p><b><u>B6 Respiration and gas exchange</u></b></p> <p><u>6.1 Aerobic and anaerobic respiration</u></p>	<p><b><u>Unit 5 The human transport system</u></b></p> <p><u>5.2 Transport in humans</u></p> <p>5.2.1 The circulatory system</p> <p>5.2.2 The heart</p> <p>5.2.3 Arteries, veins and capillaries</p> <p>5.2.4 Blood</p> <p><b><u>Unit 6 Co-ordination, response and homeostasis</u></b></p> <p><b><u>B7 Nervous control in humans</u></b></p> <p><u>7.1 Nervous control in humans</u></p> <p><u>7.2 Hormones</u></p> <p><u>7.3 Tropic responses</u></p> <p><u>7.4 Homeostasis</u></p>

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	<p><u>4.3 Animal nutrition</u></p> <p>4.3.1 Diet 4.3.2 Human alimentary canal 4.3.3 Mechanical and physical digestion 4.3.4 Chemical digestion 4.3.5 Absorption 4.3.6 Assimilation</p>	<p>6.1.1 What is respiration? 6.1.2 Aerobic respiration 6.2 Gas Exchange</p>	
<p>ICT</p>	<p><b>1. Types and components of computer systems</b> Students know and understand hardware and software; main components of computer systems; operating systems; types of computers; and, emerging technologies.</p> <p><b>2. Input and output devices</b> Students know and understand input devices and their uses; direct data entry (DDE) devices; and, output devices and their uses.</p> <p><b>3. Storage devices and media</b> Students know and understand</p>	<p><b>6. ICT applications</b> Students know and understand communication applications; modelling applications; computer controlled systems; school management systems; booking systems; banking systems; computers in medicine; expert systems; computers in the retail industry; recognition systems; and, satellite systems.</p> <p><b>7. Audience</b> Students know and understand audience appreciation and copyright.</p>	<p><b>12. The systems life cycle</b> Students know and understand analysis; design; development and testing; implementation; documentation; and, evaluation.</p> <p><b>13. Safety and security</b> Students know and understand physical security; eSafety; and, security of data.</p> <p><b>14. Styles</b> Students know and understand the purpose and uses of a corporate house style; and, are able to create, modify, update</p>



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	<p>magnetic media and magnetic storage devices; optical media and optical storage devices; solid-state media and solid-state storage devices; and, the future of storage devices.</p> <p><b>4. Networks and the effects of using them</b></p> <p>Students know and understand networks, network issues and communication.</p> <p><b>5. The effects of using IT</b></p> <p>Students know and understand microprocessor-controlled devices, and potential health problems related to the prolonged use of ICT equipment.</p>	<p><b>8. Communication</b></p> <p>Students know and understand communication with other ICT users using email, and effective use of the internet.</p> <p><b>9. File management</b></p> <p>Students are able to manage files effectively, and to reduce file sizes for storage or transmission.</p> <p><b>10. Images</b></p> <p>Students know and understand software tools for image editing, and are able to edit an image.</p> <p><b>11. Layout - word processing</b></p> <p>Students are able to create and edit a document; create, edit and format a table; and, create headers and footers.</p>	<p>and apply consistent styles to ensure consistency of presentation.</p> <p><b>15. Presentations - creating and editing</b></p> <p>Students are able to create a presentation; use a master slide; edit a presentation; and output a presentation.</p> <p><b>16. Revision: past papers</b></p>
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<p><b>PSHE</b></p>	<p>Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. PSHE lessons are aimed to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. The discussions should also prepare pupils to take their place in society as responsible citizens, support them making right decisions, to be safe, healthy and prepared for life's opportunities.</p> <p>During the year, we discuss a number of topics to enable students to gain confidence in sharing beliefs and opinions within a safe and happy environment.</p> <p>Some discussions during the year include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Our class and Tutor group</li> <li>• Making the right choices</li> <li>• Supporting friends</li> <li>• What is a healthy person?</li> <li>• Substance use and misuse and its culture.</li> <li>• Future options</li> </ul>		
<p><b>History</b></p>	<p>The Cambridge Exam syllabus Introduction to Revolution, and unification.</p> <p>1848 saw Europe explode with revolutionary ideas, none of which came to fruition. But it left Europe with a taste for change.</p> <p>German Unification. How Germany under Von Bismarck united 39 independent states to form a power and united Germany. Blood and Iron, was Bismarck's motto.</p>	<p>Why was there a civil war in the United States and what were its results?</p> <p>An overview of the American Civil War</p> <p>Who were the winners and who were the losers?</p> <ul style="list-style-type: none"> <li>• Why, and with what effects, did Europeans expand their overseas empires in the nineteenth century?</li> </ul> <p>How does Britain look in this expansion?</p> <ul style="list-style-type: none"> <li>• What caused the First World War? And what came after it?</li> </ul>	<p>In addition, all candidates must also study at least one of the following Depth Studies:</p> <ul style="list-style-type: none"> <li>• The First World War, 1914–18</li> <li>• Germany, 1918–45</li> <li>• Russia, 1905–41</li> <li>• The United States, 1919–41</li> <li>• China, c.1930–c.1990</li> <li>• South Africa, c.1940–c.1994</li> <li>• Israelis and Palestinians since 1945</li> </ul> <p>This will be part of an in-depth project to complete the course</p>

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	<p>What it his vision of Germany that eventually led us to the two world wars and gave us Hitler?</p> <p>Across Europe countries were uniting to create for themselves a greater sense of notice and create a more substantial future where their voice would have a role to play.</p> <p>The Unification of Italy and what happened as a consequence?</p> <p>The rise of fascism and Mussolini.</p>	<p>WWI was a war of new weapons and an increase in injuries.</p> <p>How was propaganda used in the war and to what effect?</p> <p>How did the war end</p>	
<p><b>Geography</b></p>	<p><b>1. Rivers</b></p> <p>Explain the main hydrological characteristics and processes which operate in rivers and drainage basins</p> <p>Demonstrate an understanding of the work of a river in eroding, transporting and depositing Describe and explain the formation of the landforms associated with these processes</p> <p>Demonstrate an understanding that rivers present hazards and offer opportunities for people Explain what can be done to manage the impacts of river flooding</p>	<p><b>1. Population</b></p> <p>Describe and give reasons for the rapid increase in the world’s population</p> <p>Show an understanding of over-population and under-population</p> <p>Understand the main causes of a change in population size</p> <p>Give reasons for contrasting rates of natural population change</p>	<p><b>1. Settlements (rural and urban) and service provision</b></p> <p>Explain the patterns of settlement</p> <p>Describe and explain the factors which may influence the sites, growth and functions of settlements</p> <p>Give reasons for the hierarchy of settlements and services</p> <p><b>2. Urban settlement</b></p> <p>Describe and give reasons for the characteristics of, and changes in, land use in urban areas</p>



	<p><b>2. Coastal areas</b></p> <p>Demonstrate an understanding of the work of the sea and wind in eroding, transporting and depositing</p> <p>Describe and explain the formation of the landforms associated with these processes</p> <p>Describe coral reefs and mangrove swamps and the conditions required for their development</p> <p>Demonstrate an understanding that coasts present hazards and offer opportunities for people</p> <p>Explain what can be done to manage the impacts of coastal erosion</p>	<p>Describe and evaluate population policies</p> <p><b>Case Studies required for;</b></p> <ul style="list-style-type: none"> <li>• A country which is overpopulated</li> <li>• A country which is underpopulated</li> <li>• A country with a high rate of natural population growth</li> <li>• A country with a low rate of population growth (or population decline)</li> </ul> <p><b>2. Migration</b></p> <p>Explain and give reasons for population migration</p> <p>Demonstrate an understanding of the impacts of migration</p> <p><b>3. Population structure</b></p> <p>Identify and give reasons for and implications of different types of population structure</p> <p><b>4. Population density and distribution</b></p>	<p>Explain the problems of urban areas, their causes and possible solutions</p> <p><b>Case Study required for;</b></p> <ul style="list-style-type: none"> <li>• An urban area or urban areas</li> </ul> <p><b>3. Urbanization</b></p> <p>Identify and suggest reasons for rapid urban growth</p> <p>Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts</p> <p><b>Case Study required for;</b></p> <ul style="list-style-type: none"> <li>• A rapidly growing urban area in a developing country and migration to it</li> </ul>
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		<p>Describe the factors influencing the density and distribution of population</p> <p><b>Case Studies required for;</b></p> <ul style="list-style-type: none"> <li>• A densely populated country or area (at any scale from local to regional)</li> <li>• A sparsely populated country or area (at any scale from local to regional)</li> </ul>	
<p><b>PE</b></p>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small –sided competitive games and use them to begin to attack.</li> <li>• Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points.</li> <li>• Ball handling · Distribution - passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.)</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To be able to rally co-operatively with a partner.</li> <li>• To be able to perform a technically correct basic skill.</li> <li>• To be able to perform teamwork</li> <li>• To be able to basic the rules/regulations and safety procedures.</li> <li>• Studying rules of safety in the lessons of Football.</li> <li>• Studying and developing dribbling,</li> <li>• inside -the foot pass, long pass, foot trap,</li> </ul>	<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>• To perform a basic set-shot accurately and perform the shot in a game situation.</li> <li>• To perform volleyball, Dig shot technique</li> <li>• To understand the scoring system in Volleyball.</li> <li>• To be able to perform the underarm and overhand serve</li> <li>• To develop and accurately replicate a spike shot</li> <li>• To analyse performance in Volleyball</li> </ul>

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		<p>passing, outside the foot pass,</p> <ul style="list-style-type: none"> <li>• ball control; tackling</li> <li>• goalkeeping, kicking goals, kick-off</li> <li>• team play and strategy</li> <li>• defensive maneuvers, football rules, game</li> <li>• Improving stamina, agility, strength.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the three-touch idea in game situation</li> <li>• To use a variety of tactics to outwit opponent</li> <li>• To be able to perform teamwork</li> <li>• To be able to basic the rules/regulations and safety procedures.</li> </ul>
<p><b>Art</b></p>	<p>Natural Forms</p> <p>The students will be introduced to a larger range of practical techniques, and explore new resources, media and processes. Enabling students to experiment and investigate different sources.</p> <p>AO1: Students will record ideas, observations and insights relevant to intentions as work progresses. They will be able to:</p> <ul style="list-style-type: none"> <li>• Use line to accurately record shape and proportion</li> <li>• Use graduated tone and mark making techniques to describe volume and texture</li> <li>• Create effective compositions by carefully considering the layout of their subject</li> <li>• Use a camera to record a subject with emphasis on technical ability</li> <li>• Record their thoughts and ideas as work develops using subject specific language</li> </ul>	<p>Component 1: Coursework – 50%</p> <p>Students will independently be choosing a theme to base their portfolio of work. Their choice can be a response from several starting points or based on an area of their own personal interest. Students will work in accordance with the Assessment Objectives 1,2,3 and 4. Through producing observational studies, artist research and developmental studies and finally completing their final piece.</p>	



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- Demonstrate skill in recording observations from a variety of relevant sources and show intentions effectively

AO2: Students will explore and select appropriate resources, media, materials, techniques and processes. They will be able to:

- Use artistic processes to develop and extend ideas
- Experiment with relevant combinations of media, materials, techniques, processes and compositions
- Reflect on their ideas as they develop
- Select the most appropriate material for the purpose of their study
- Refine their handling of materials as their work progresses
- Demonstrate excellent exploration of media, materials, techniques and processes, showing effective selection of relevant sources

AO3: Students will develop ideas through investigation, demonstrating critical understanding. They will be able to:

- Research, record and contribute verbally, their understanding of the work of other artists
- Produce transcriptions to show understanding of artists' techniques and methods
- Incorporate the style and traditions of their chosen artists into their own work
- Use subject specific key words to analyse the work of other artists
- Have used the experience of gallery visits (virtual) to contextualise their project
- Demonstrate excellent development of ideas through investigation, showing effective critical understanding

The Final piece will be started and completed within the mock exam. This will support and prepare the students for the Externally Set Assignment, where they will have 8 hours to produce their final piece under exam conditions.



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AO4: Students will present a personal and coherent response that realises intentions and demonstrates an understanding of visual language. They will:

- Produce personalised outcomes that demonstrate clear and effective connections to source materials
- Show clear and confident evidence of interpretation of other artists' responses
- Appreciate the importance of resolving the project with a final piece or pieces ready for exhibition
- Present their work on A2 boards in preparation for external assessment
- Apply visual elements as practised in earlier development stages skilfully in final outcomes

Demonstrate excellent realisation of intentions, showing effective understanding of visual language