



SUNNYDOWN SCHOOL

ASDAN CURRICULUM PLAN

Subject	ASDAN	Year group	Y10
Subject Intent	<p>In Y10, we start by exploring different ways we can locate and share information (information literacy), choosing from activities including debating the morality of zoos, planning journeys or creating a story book for a young child for example. After Christmas, students then take part in activities to appreciate and protect their environment, including presenting a study on an aspect of British heritage. This Wider World synoptic unit may include an in-depth study of another country in relation to the environment, media and customs for example, increasing our students' cultural capital, and liaising with a school in Africa with whom Sunnydown has established contacts. The final term in Y10 is dedicated to Science and Technology; using software to complete tasks, creating audio or visual products, and finding out how to keep themselves safe when using social network, as well as having the opportunity to develop their programming skills by designing and making a video game.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn	Communication	<p>1A4 - Take part in a group discussion. Students to participate in debate, considering their own opinions and those of others.</p> <p>1A6 - Create an informative poster or leaflet. Students to create a poster or leaflet that provides information or instructions for another person.</p> <p>1A3 - Entertain a group of people. Students to support open mornings at school, providing refreshments and welcoming visitors.</p> <p>1A7 - Plan journeys using a map. Students to plan a journey using two of the following: online maps; journey planning app; road map; topographical map.</p> <p>1A9 - Write a formal letter, email or complete a form. Cross-</p>	<p>Discussion Debate Opinion Consensus Information Instructions Entertain Greet Welcome Journey Map Route Formal</p>	<p>Building on..... English/Citizenship debating skills; instructions writing/reading in English, Science, Food Tech and DT; World Maps (KS3 Humanities); letter writing skills</p> <p>Building towards... Functional Skills - English and Maths; application/letter writing in higher education and</p>

		<p>curricular link with English - preparation for Functional Skills exam.</p> <p>**4 challenges completed for 1 credit**</p>		employment
Spring	The Wider World & The Environment	<p>10A1 - Create a phrase book in a different language. Students to choose a language to create a phrase book in.</p> <p>10A5 - Make a link with someone in another country. Students are to establish links with someone from another country and swap information on topics of interest.</p> <p>10A6 - Carry out a survey about culture in your centre. Students to survey students and staff about experiences of visiting, living and working abroad; links with organisations in other countries; the range of languages used by staff and students</p> <p>10A7 - Learn about a sport in another country. Students to research a sport they are not familiar with that is played in another country, e.g. hurling in Ireland.</p> <p>**All 4 challenges completed for 1 credit**</p> <p>10B5 - Plan a holiday in a different country. Students to choose a country they would like to visit. They plan a holiday that allows them to explore as much of the culture as possible and produce an itinerary.</p> <p>** 1 challenge completed for 1 credit**</p> <p>5A1 - Report back on a walk in the countryside. Students to visit a local park and report on what they have seen, including sketches or photographs of interesting items.</p> <p>5A3 - Carry out a traffic survey. Students to count different vehicles passing on a local road in half an hour and to list ways in</p>	<p>Language Phrase Country Culture Sport Holiday Itinerary Schedule Countryside Pollution Environment Vehicles Historic Archaeological Heritage Global warming Recycling Renewable energy Endangered species</p>	<p>Building on..... MFL in KS2; data gathering and recording in Maths; research skills</p> <p>Building towards... Independent travel, including research and planning; being responsible citizens of the environment</p>

		<p>which this traffic may be damaging the environment and people's health. Students to suggest two ways of helping to prevent or reduce this impact on the environment.</p> <p>5A4 - Present a study on an aspect of British heritage: either a wild plant or animal that can be found in Britain, or a historic building or archaeological site.</p> <p>5A6 - Make a display about an environmental issue. Students to make a wall display about one of the following issues: global warming; recycling; renewable energy; or endangered species.</p> <p>**All 4 challenges completed for 1 credit**</p>		
<p>Summer</p>	<p>Science and Technology</p>	<p>9A4 - Analyse results from a survey. Students to carry out a survey and enter data into a spreadsheet, then analyse the results. Students to then describe their findings and produce a bar chart, pie chart or graph to illustrate the results.</p> <p>9A6 - Use different software to complete tasks. Students to: use word processing software to write, edit, save and print a letter; take photos and use image-editing software to edit them; show that they can create and use a spreadsheet.</p> <p>9A7 - Create a guide on using social media safely. Students to find out how they can keep themselves safe when using social networks and create a guide for others.</p> <p>9A8 - Produce a leaflet or poster on cyberbullying. Students to detail how young people should deal with it and where to go for help.</p> <p>**All 4 challenges completed for 1 credit**</p>	<p>Survey Data Spreadsheet Bar chart Pie chart Graph Software Word processing Image Edit Social media Social networks Cyberbullying</p>	<p>Building on..... Data handling; ICT skills in word processing, photo editing and spreadsheets; e-safety - PSHE</p> <p>Building towards... Proficiency in computer software; being responsible users of the internet</p>