

SMSC and Cross Curricular Audit – YEAR 10 Aspect	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Social	<p>Drama – skills recap – working in groups.</p> <p>Art/Drama - Peer group interaction in practical/discussion/assessment tasks (ongoing throughout year).</p> <p>ICT – Working collaboratively to evaluate and improve outcomes.</p> <p>History – Attempted takeovers. Political parties.</p> <p>Geography – Population growth. Ageing population. Labour market.</p>	<p>ICT – Working collaboratively to evaluate and improve outcomes.</p> <p>Business – Aims and recycling objectives – Greener Companies</p> <p>History – Communism against Capitalism.</p> <p>Geography – Causes of urbanisation. Land use in cities, spontaneous settlements. Local groups.</p> <p>P4L – Theft, vandalism,</p>	<p>Art – Drug-taking in relation to 60s/70s psychedelic poster art</p> <p>ICT – Working collaboratively to evaluate and improve outcomes.</p> <p>History – Different groups of people / voted for Nazis.</p> <p>Geography – Call centres. Global connection. China.</p> <p>P4L – Asylum seekers.</p> <p>Philosophy and Ethics – Changing attitudes.</p>	<p>ICT – Working collaboratively to evaluate and improve outcomes.</p> <p>Business – Stakeholders and Stakeholder conflicts. Impact on Communities.</p> <p>History – Vietnam – geography/history/people.</p> <p>Geography – Social /tourism growth.</p> <p>P4L – Interviewing/ presentation etc.</p> <p>Philosophy and Ethics – Reasons for different beliefs within Christianity.</p> <p>PE - Learning how to work with others in a group/individually.</p>	<p>Art – Drug-taking in relation to 60s/70s psychedelic poster art.</p> <p>ICT – Working collaboratively to evaluate and improve outcomes</p> <p>History – Peasants, working class, middle class and upper class.</p> <p>Geography – timescales.</p> <p>P4L – Interviewing/ presentation etc.</p> <p>Philosophy and Ethics – Reasons for</p>	<p>Product Design/Systems/Resistant Materials – Social implications of design</p> <p>ICT – Working collaboratively to evaluate and improve outcomes.</p> <p>Business – Contrasting customer needs.</p> <p>Geography – Content/ Links dependant on c/w title (this year relates to tourism/urban areas)</p> <p>P4L – work experience</p> <p>Philosophy and Ethics – Reasons for different beliefs within Christianity.</p>

	<p>P4L – Theft, vandalism, homelessness, social issues.</p> <p>Philosophy and Ethics – Problems caused by prejudice and discrimination.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Health, Early Years and Food - Food trends</p> <p>English – Romeo and Juliet – Examining patriarchal society. Wet nurse.</p>	<p>homelessness, social issues.</p> <p>Philosophy and Ethics – Attitudes.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Health, Early Years and Food - Factors affecting food choice.</p> <p>English - Jekyll and Hyde – Exploration of Victorian society – Hyde’s home is</p>	<p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Health, Early Years and Food - Factors affecting food choice.</p> <p>English – poetry; poet’s attitude to society community.</p>	<p>Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Health, Early Years and Food - Signs symbols and safety</p> <p>English – Non Fiction; Reading extract on cultural diversity.</p> <p>Science - B1.7 Ethics and societal impacts of cloning, genetic engineering and GMO C1.4 Social, economic and environmental impacts of using crude oil as fuel; production of better fuels and use of plant materials as a more sustainable alternative C1.5 Evaluate the social, economic and environmental impacts of using crude oil products as</p>	<p>different beliefs within Christianity.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Health, Early Years and Food - Evaluating products against sustainability and intended use.</p> <p>English – An Inspector Calls; family revealed to be responsible for the young woman’s</p>	<p>English – Creating writing; writing to explain.</p>
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