



Curriculum Overview Y10

<u>Subject</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
English Language		Language reading skills Retrieval - what are the steps to retrieval and how do we do it. Language analysis - what is the process for language analysis. Structure analysis – what is the process for analysing structure		Language reading skills Summary and inference - what is the process for 2.2. Comparing Viewpoints - how do we identify and summarise viewpoints? Evaluation – how to respond to a viewpoint and answer 1.4.	Writing fiction and non-fiction. What is the structure of our writing fiction and why do we use this structure. The importance of grammar and punctuation.	
English Literature	A Christmas Carol What is the plot for A Christmas Carol and who are the main characters. How does this text relate to the social historical context of the Victorian Era?		Macbeth What are the conventions of Shakespearian drama. What is the plot for Macbeth. How does Macbeth relate to the Jacobean times.			Poetry anthology Read and understand 10 of the 15 poems from the Power and Conflict cluster. Learn the message of these poems, analyse key quotes and relate to context.
Maths	H: Number Unit 1 H: Algebra Unit 2 F: Number Unit 1 F: Algebra Unit 2	H: Interpreting and Representing Data Unit 3, Fractions, Ratio and Proportion Unit 4 and Angles and Trigonometry Unit 5 F: Graphs Table and Charts Unit 3, Fractions and Percentages Unit 4 and Equations, Inequalities and Sequences Unit 5.	H: Graphs Unit 6, Area and Volume Unit 7 and Transformations and Construction Unit 8. F: Angles Unit 6, Averages and Range Unit 7 and Perimeter, Area and Volume Pt.1 Unit 8	H: Equations and Inequalities Unit 9 and Probability Unit 10. F: Graphs Unit 9 and Transformations Unit 10	H: Multiplicative Reasoning Unit 11, Similarity and Congruence Unit 12 and Trigonometry Unit 13. F: Ratio and Proportion Unit 11 and Right-Angled Triangles Unit 12	H: Space for Unit 13 to continue, Further Statistics Unit 14 and Equations and Graphs Unit 15. F: Probability Unit 13, Multiplicative Reasoning Unit 14 and Constructions, Loci and Bearings Unit 15
Science	<u>B1 Cell biology & C1 Atomic structure</u>	<u>P1 energy & B2 Organisation</u>	<u>C2 bonding</u>	<u>P2 electricity</u> <ul style="list-style-type: none"> • Circuit diagrams 	<u>C5 energy changes</u>	<u>B4 bioenergetics</u> <ul style="list-style-type: none"> • Photosynthesis

	<ul style="list-style-type: none"> Eukaryotic and prokaryotic cells Microscopy Cell division Movement across membranes Atoms elements & compounds Separation techniques History of the atom Electronic structure & the periodic table 	<ul style="list-style-type: none"> Energy stores and systems Types of energy Efficiency Power Specific heat capacity Renewable and non-renewable sources The digestive system Enzymes Food testing The circulatory system The respiratory system Cancer 	<ul style="list-style-type: none"> Conservation of mass Ionic bonding Covalent bonding Metallic bonding polymers States of matter Changes of state <p>C3 quantitative chemistry</p> <ul style="list-style-type: none"> Formula mass Moles Limiting reactants Concentration <p>P2 electricity</p> <ul style="list-style-type: none"> Current voltage and resistance 	<ul style="list-style-type: none"> Mains supply electricity Power <p>B3 infection and response</p> <ul style="list-style-type: none"> Viruses Bacteria Fungi Human defence Protists Vaccination Drug development C4 chemical changes PH and neutralisation Acids and alkali The reactivity series & extraction with carbon electrolysis 	<ul style="list-style-type: none"> Exothermic and endothermic Reaction profiles Bond energies P3 particle mode Solids liquids and gases Density Specific latent heat Internal energy B2 organisation Plant organisation transpiration 	<ul style="list-style-type: none"> Respiration Metabolism <p>P4 atomic structure</p> <ul style="list-style-type: none"> The atom radiation
Geography	<p>Climate Change</p> <ul style="list-style-type: none"> Natural causes of climate change Human causes of climate change Effects of climate change on people and the environment. Mitigation and adaptation to climate change. 	<p>Tropical Rainforests</p> <ul style="list-style-type: none"> Physical characteristics of a tropical rainforest. Threats to tropical rainforest. Strategies to protect tropical rainforests 	<p>Hot Deserts</p> <ul style="list-style-type: none"> Physical characteristics of a hot desert. Challenges and opportunities from development in hot deserts. Causes, effects and solutions to desertification. 	<p>Coasts</p> <ul style="list-style-type: none"> Physical processes at the coast: weathering, mass movement, erosion, transportation and deposition. The formation of erosional and depositional landforms in coastal areas. Coastal management strategies. 	<p>Glaciation</p> <ul style="list-style-type: none"> Physical processes: weathering, erosion, deposition. The formation of erosional and depositional landforms in glaciated areas. The effects of tourism on an upland glaciated area of the UK. 	<p>Natural Hazards</p> <ul style="list-style-type: none"> The causes and effects of, and responses to, tectonic hazards – volcanoes, earthquakes and tsunamis. The causes and effects of, and responses to, tropical storms.
History	<p>Paper 1- Thematic Study: Medicine Through Time</p> <ul style="list-style-type: none"> Students study the cause and treatments for medicine over 1000 years Students examine case studies such as the Black Death, Great Plague, Cholera and creation of the NHS. Students complete an in-depth study of medicine on the Western Front during WWI 			<p>Paper 3- International Enquiry: Weimar and Nazi Germany, 1918-1939</p> <ul style="list-style-type: none"> Students study the impact of WWI, the Treaty of Versailles and the impact of Hyperinflation on the German economy. Students examine the dark charisma of Hitler and how he manipulated events and use fear to win power. Pupils analyse the significant events of Hitler's Nazi rule and how he used terror and repression to control and torture marginalised groups. 		

RE	<p>Paper 1 – Christian Beliefs Study of the beliefs and teachings of Christianity and including: The life of Jesus Creation of the world</p>	<p>Paper 1 – Christian Beliefs and Practices Study of the beliefs and teachings of Christianity and including: The life of Jesus Creation of the world Study of the practices of Christianity including: Worship Celebrations Festivals</p>	<p>Paper 1 – Christian Practices and Buddhists Beliefs Study of the practices of Christianity including: Worship Celebrations Festivals Study of the beliefs and teachings of Buddhism including: The life of the Buddha The three marks of existence</p>	<p>Paper 1 – Buddhist Beliefs and Practices Study of the beliefs and teachings of Buddhism including: The life of the Buddha The three marks of existence Study of the practices of Buddhism including: Festivals Worship Meditation</p>	<p>Paper 1 – Buddhist Practices Study of the practices of Buddhism including: Festivals Worship Meditation</p>	<p>Paper 2 – Marriage and Family Study of religious responses to the following: Contraception Marriage ceremonies Purpose of families</p>
PE BTEC Tech Award	<p>Learning outcome A: Explore types and provision of sport and physical activity for different types of participants.</p> <ul style="list-style-type: none"> Types and providers of sport and physical activities. Types and needs of sport and physical activity participants. Barriers to participation in sport and physical activity for different types of participant. Methods to address barriers to participation in sport and physical activity for different types of participant. 		<p>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity.</p> <ul style="list-style-type: none"> Types and providers of sport and physical activities. Types and needs of sport and physical activity participants. Barriers to participation in sport and physical activity for different types of participant. Methods to address barriers to participation in sport and physical activity for different types of participant. <p>Component 3: Developing fitness to improve other participants performance in sport and physical activity.</p> <ul style="list-style-type: none"> Assessment objective 1 – Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. 		<p>Learning outcome C: Be able to prepare participants to take part in sport and physical activity.</p> <ul style="list-style-type: none"> Types and providers of sport and physical activities. Types and needs of sport and physical activity participants. Barriers to participation in sport and physical activity for different types of participant. Methods to address barriers to participation in sport and physical activity for different types of participant. 	<p>Component 3: Developing fitness to improve other participants performance in sport and physical activity.</p> <ul style="list-style-type: none"> Assessment objective 2 – Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.
PE GCSE PE	<ul style="list-style-type: none"> Health and Fitness The components of fitness and their tests Limitations of testing and data collection 	<ul style="list-style-type: none"> Training Zones Types of training Altitude training Preventing injury 	<ul style="list-style-type: none"> Training seasons Skeletal system 	<ul style="list-style-type: none"> Types of movement Planes and Axes 	<ul style="list-style-type: none"> Anaerobic and Aerobic respiration Recovery methods 	<ul style="list-style-type: none"> The structure of the cardio-respiratory system Mechanics of breathing

	<ul style="list-style-type: none"> The principles of training SPORT & FITT 		<ul style="list-style-type: none"> Muscles ad synovial joints 	<ul style="list-style-type: none"> Levers and mechanical advantage 	<ul style="list-style-type: none"> Gaseous exchange 	
Computer Science	<p>Data Representation</p> <ul style="list-style-type: none"> Number bases Binary addition Representing images and text <p>Programming in Python</p> <ul style="list-style-type: none"> Translators Sequencing Inputs and outputs 	<p>Computer Systems</p> <ul style="list-style-type: none"> Hardware and software The CPU and FDE cycle Storage Logical expressions <p>Programming in Python</p> <ul style="list-style-type: none"> Selection Iteration Trace Tables 	<p>Algorithms</p> <ul style="list-style-type: none"> Computational Thinking Representing Algorithms Search Algorithms <p>Programming in Python</p> <ul style="list-style-type: none"> Pseudocode Subroutines Functions 	<p>Algorithms Continued</p> <ul style="list-style-type: none"> Search algorithms <p>Networks</p> <ul style="list-style-type: none"> Networks and servers Protocols The internet <p>Programming in Python</p> <ul style="list-style-type: none"> Structured programming Creating programs GUIs 	<p>Cyber Security</p> <ul style="list-style-type: none"> Cybercrime Defensive design Prevention <p>Programming in Python</p> <ul style="list-style-type: none"> String handling Arrays and lists List methods 	<p>Ethical, legal, cultural and environmental impacts of digital technology</p> <ul style="list-style-type: none"> Impacts of technology The law and technology Ethical implications of technology
MFL	<p>Mi gente My people (theme 1) Describe your family/ – Do you get on well with...? / Who is your ideal partner? -</p>	<p>Intereses e influencias Interests and Influences (theme 1) Do you use technology to communicate with your Friends? / What do you prefer; Reading, watching TV or listening to music? / What do you do in your free time? / What sports do you play?</p>		<p>De costumbre Customs and traditions (theme 1) Have you been to a sports event? / Are sports dangerous? / Do you feel ok? / Do you eat a healthy diet? / How do you stay in shape? / Did you like the restaurant? / Do you like festivals? /</p>		<p>Las vacaciones – Holidays (theme 2) Weather on holiday / What do you do on holiday? / What is the accommodation like? / Did you go on holiday? / Problems on holiday Do you want to go on holiday?</p>
PSHE	<p>Mental health. Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p>	<p>Financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</p>	<p>Healthy relationships. Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence. The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalization. Community cohesion and challenging extremism.</p>	<p>Work experience. Prepare for and evaluation of work experience and readiness for work.</p>
Engineering	<p>SOFT JAWS Intro project to deliver the basic data and details of the UNIT 2 section of the course</p> <p>AC1.1 interpret engineering drawings AC1.2 interpret engineering information AC2.2 sequence required activities AC3.1 use tools in production of engineering products</p>	<p>CLOCK Project 2 delivers the following</p> <p>AC3.1 use tools in production of engineering products AC3.2 use equipment in production of engineering products AC4.1 use engineering processes in production of engineered products</p>	<p>PIZZA CUTTER Project 3 will allow the students to model ideas using card, blue foam and create a working design</p> <p>AC3.1 use tools in production of engineering products AC3.2 use equipment in production of engineering products AC4.2 evaluate quality of engineered products</p>	<p>Headphone Wraps/Concrete Speakers Project 4 delivers knowledge of hand tools _ CAD CAM</p> <p>The student will plan, make, evaluate their products then make an alternative/replica using our Laser Cutter to understand the difference and advantages of using CADCAM technology over hand skills</p>	<p>UNIT 2 Trowel/Shovel/JIG TEMPLATE making in prep for UNIT 2 Project 5 will prepare students for the NEA UNIT 2</p> <p>AC3.1 use tools in production of engineering products AC3.2 use equipment in production of engineering products AC4.2 evaluate quality of engineered products AC2.2 sequence required activities</p> <p>Skills</p> <ul style="list-style-type: none"> Heat treatment Joining materials 	

	<p>Procedural:</p> <ul style="list-style-type: none"> • Marking out • Interpretation of drawings • Tolerance • Beating materials • Bending <p>shaping</p>	<p>AC4.2 evaluate quality of engineered products AC2.1 identify resources required AC1.2 interpret engineering information</p> <p>Procedural</p> <ul style="list-style-type: none"> • Principles of machining • Data sheets • CAD CAM • Tolerances • Use of JIGS + Templates • Bending/shaping <p>Lathe – turning/facing off</p>	<p>AC2.2 sequence required activities</p> <p>NEA: UNIT1 A practice UNIT1 folder will be undertaken in the 1 hour theory lesson to deliver the skills needed for the NEA</p> <p>Procedural</p> <ul style="list-style-type: none"> • Card modelling • Designing • CAD CAM <p>Use of JIGS + Templates</p>	<p>AC3.1 use tools in production of engineering products AC3.2 use equipment in production of engineering products AC4.2 evaluate quality of engineered products AC2.2 sequence required activities</p> <p>NEA: UNIT1 A practice UNIT1 folder will be undertaken in the 1 hour theory lesson to deliver the skills needed for the NEA</p> <p>Procedural</p> <ul style="list-style-type: none"> • Card modelling • Designing • CAD CAM 	<p>Cutting/working metals</p>
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<p>Fine Art/ Art Textiles</p>	<p><u>AQA GCSE Art and Design</u></p> <p><u>Unit 1: Assessment Objective 1: Investigate the work of artists/designers</u></p> <p><u>Fine Art</u></p> <p>Black and white materials / tonal investigation in pencil, chalk, charcoal and pen.</p> <p>Students develop tonal shading skills by looking at the portrait work of:</p> <ul style="list-style-type: none"> - Chuck Close - Guy Denning - Mark Powell <p>Students develop annotation skills by presenting information that states artist influences and analyzing the formal elements (same for fine art and art textiles)</p> <ul style="list-style-type: none"> - Line - Tone - Colour - Texture - Form - Shape - Space - Pattern <p><u>Art Textiles</u></p> <p>Students begin by investigating and researching two artists. IZZIYANA SUHAMI/LUCKY JACKSON</p> <p>Students respond by recreating the artists techniques and skills. They select a theme based on personal identity.</p>	<p><u>AQA GCSE Art and Design</u></p> <p><u>Unit 1: Assessment Objective 1: Investigate the work of artists/designers</u></p> <p><u>Fine Art</u></p> <p>Colour/ painting tonal investigation</p> <p>Students develop using colour and tone by looking at the expressive portraits of:</p> <ul style="list-style-type: none"> - Jessica Miller - Francois Neilly - Sheppard Fairey <p>Students further develop tonal colour work with looking at the photorealism drawings of Gary Greene</p> <p>Students develop annotation skills by presenting information that states artist influences and analyzing the formal elements.</p> <p>Students collect imagery related to a chosen theme: identity, in the news or icons.</p> <p><u>Art Textiles</u></p> <p>Students continue to investigate artists. (JENNY HART/ EDO MORALES)</p> <p>Students collect images related to theme (personal identity).</p>	<p><u>AQA GCSE Art and Design</u></p> <p><u>Unit 1: Assessment Objective 2: Experiment with appropriate techniques</u></p> <p><u>Fine Art</u></p> <p>Students collect imagery to draw from/observe. As well as analysing the formal elements of art (line, tone, colour, form, texture, shape, space, pattern) Students attempt, practice and develop techniques in the following areas: *</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage - Computer Aided Design - Photography - Printmaking <p>*Appropriate techniques linked to artist studied</p> <p><u>Art Textiles</u></p> <p>Students attempt, practice and develop techniques in the following areas: *</p> <ul style="list-style-type: none"> - Applique - Batik - Stitching - Fabric manipulation - Dying 	<p><u>AQA GCSE Art and Design</u></p> <p><u>Unit 1: Assessment Objective 3: Record observations, ideas and insights (art ideas) 25 marks</u></p> <p><u>Unit 1: Assessment Objective 4: Presenting a personal and meaningful response (creating a final piece) - 25 marks</u></p> <p><u>Fine Art</u></p> <p>Students to create 3-4 ideas based on the chosen theme of either identity, icons or in the news. After final idea is chosen, students independently create a final piece using fine art techniques in one or more of the following areas:</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage - Computer Aided Design - Photography - Printmaking <p><u>Art Textiles</u></p> <ul style="list-style-type: none"> - Applique - Batik - Stitching - Fabric manipulation - Dying
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<p>Hospitality & Catering</p>	<p>UNIT 1 LO1 Understand the environment in which hospitality and catering providers operate AC1.1 describe the structure of the hospitality and catering industry AC1.2 analyse job requirements within the hospitality and catering industry AC1.3 describe working conditions of different job roles across the H&C industry AC1.4 explain factors affecting the success of hospitality and catering providers</p>	<p>UNIT 1 LO2 Understand how hospitality and catering provision operates AC2.1 describe the operation of the kitchen AC2.2 describe the operation of front of house AC2.3 explain how H&C provision meet customer requirements</p>	<p>UNIT 1 LO3 Know how food can cause ill health AC3.1 describe personal safety responsibilities in the workplace AC3.2 identify risks to personal safety in hospitality and catering AC3.3 recommend personal safety control measures for H&C provision</p>	<p>UNIT 1 LO4 Know how food can cause ill health AC4.1 describe food related causes of ill health AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 describe food safety legislation AC4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health</p>	<p>UNIT 1 LO5 Be able to propose a hospitality and catering provision to meet specific requirements AC5.1 review options for hospitality and catering provision AC5.2 recommend options for hospitality provision</p> <p>Summarise different options, Advantages/disadvantages of different options, Use of supporting information which justify how this meets specified needs, propose ideas, justify decisions in relation to specified needs, Use of supporting information e.g., structured proposal</p>
<p>Alongside Practical Unit 2 LO3 be able to cook dishes AC3.1 use techniques in preparation of commodities AC3.2 assure quality of commodities to be used in food preparation AC3.3 use techniques in cooking of commodities AC3.4 complete dishes using presentation techniques AC3.5 use food safety practices</p>					
<p>Music</p>	<p>Instrumental Skills</p> <ul style="list-style-type: none"> Independent instrumental skills linked with peripatetic pieces and performance pieces 	<p>Composition</p> <ul style="list-style-type: none"> How write melodic composition using EDQUAS suggested techniques How to compose melodic parts with chordal harmonization How to compose bass lines How to compose percussive parts How to structure a piece or song 	<p>Unit 2: Creative Composition Controlled Assessment</p> <ul style="list-style-type: none"> Creating a brief for a suggested theme. Who/What/Where/When is your composition for and who will it be presented. Exploring compositions based on your selected inspirational points. Crafting your composition for melody, harmony, bass, structure and rhythm. Analysis and review of compositions. Performance of compositions set the requirements of your brief 		<p>Unit 1: Performance: Mock Controlled Assessment</p> <ul style="list-style-type: none"> How to perform within an ensemble or solo How to create and monitor a rehearsal plan Class performance with self and peer assessment Amendments made to rehearsal plans Final performance

