

Year 10 Curriculum Overview 2023-24

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Communications | English | An Inspector Calls Critical understanding Writer's Methods Contexts and audience | A Christmas Carol Critical understanding Writer's Methods Contexts and audience | English Language Evaluating texts Communicating ideas in writing | Macbeth Critical understanding Writer's Methods Contexts and audience | Consolidation and Revision English Language and English Literature | Consolidation and Revision English Language and English Literature |
| | Media | Key Concepts Media language Representation | Key Concepts / Introduction to Production Skills Industries Audience Intro to Photoshop | Television - Vigil Institutional context Social context Media language Representation | Television - Avengers Institutional context Social context Media language Representation Audience theory | Film Promotion / Developing Production Skills (Film Posters) Codes and conventions Lego Movie poster analysis Film poster production Narrative theory | Video Games and Music Videos Codes and conventions Lego Movie video game analysis |
| | French | Unit 1 Me, my family and my friends: family members, friends, character description, relationships, ideal partner, future relationships | Unit 2 Technology: online activities, adverbs of frequencies, pros and cons of social media activities on mobile phones, benefits and dangers of mobile technology | Unit 3 Free-time activities: Sports, TV programmes, films, weekend activities | Unit 4 Customs and festivals: Food and meals, quantities, likes and dislikes, celebrations, festivals | Unit 5 Home, town and neighbourhood: Furniture, household chores, homes, where you live, ideal home, town, region | Unit 6 Social issues: Charities, charity work, healthy lifestyle, eating habits, comparing new and old lifestyle |
| | Spanish | Me, my family and friends: describing family and friends; how you get on with people; talking about a wedding | Technology in everyday life: how you use your mobile phone and social media; pros and cons of technology | Food, eating out and free time : sport and non-sport leisure activities; food and meals; shopping and eating out | Customs and festivals: Hispanic customs; regional and national fiestas in Spain and South America; religions fiestas; Christmas and birthdays | Home, town and region: describing home and bedroom; town; pros and cons of town vs countryside; plans for future living | Social issues: volunteering and healthy living: types of volunteering and what it involves; plans of how you want to help in the future; healthy lifestyle; opinions about unhealthy lifestyles |

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| Mathematics | Maths | <p>Higher Rates of change; Angles; Transformations, construction and Loci</p> <p>Foundation Charts, tables and averages; Approximations</p> | <p>Higher Algebraic manipulation; Length, area and volume; Linear graphs</p> <p>Foundation Decimals and fractions; Linear graphs</p> | <p>Higher Right-angled triangles; Similarity; Powers and Standard form</p> <p>Foundation Expressions and formulae; Ratio, speed and proportion</p> | <p>Higher Equations and inequalities; Counting, accuracy' powers and surds; Quadratics</p> <p>Foundation Perimeter and area; Transformations</p> | <p>Higher Quadratics (continued); Circle geometry</p> <p>Foundation Probability and events; Volumes and surface area of prisms</p> | <p>Higher Circle geometry continued; Variation</p> <p>Foundation Volumes and surface area of prisms continued; Linear equation</p> |
| | Business Studies | <p>Topic 1.1 - Enterprise and entrepreneurship: The dynamic nature of business; why new business ideas come about; how new business ideas come about; risk and reward; the role of business enterprise; adding value; the role of entrepreneurship</p> | <p>Topic 1.2 - Spotting a business opportunity: Customer needs; market research; market segmentation; market mapping; the competitive environment</p> <p>Topic 1.3 - Putting a business idea into practice: Business aims & objectives; business revenue, costs and profit; break-even</p> | <p>Topic 1.3 continued: Revise break-even; the importance of cash; cash flow forecasts; sources of small business finance</p> <p>Topic 1.4 - Making a business effective: Ownership & liability; franchising; business location; marketing mix; business plans</p> | <p>Topic 1.5 - Understanding external influences: Stakeholders; technology and business; legislation and business; introduction to the economy; the economy and business; external influences on business</p> <p>Walking Talking Mock: Paper 1</p> | <p>Introduction to Year 11 and Topic 2</p> <p>Topic 2.1 - Growing a business: Methods of growth; finance for growth; changes to aims & objectives</p> | <p>Topic 2.1 continued: Business and globalisation; ethics and business; environment & business</p> |
| Science | Separate Science | <p>Biology - Health Matters Chemistry - Structure, bonding and the properties of matter Physics - Particle model of matter</p> | <p>Biology - Photosynthesis Chemistry - Chemical Quantities and calculations Physics - Waves</p> | <p>Biology - Coordination and control Chemistry - Chemical changes Physics - Waves continued</p> | <p>Biology - Coordination and control continued Chemistry - Chemical changes continued Physics - Electricity</p> | <p>Biology - Ecology in action Chemistry - Hydrocarbons Physics - Electricity continued</p> | <p>Biology - Ecology in action continued Chemistry - Hydrocarbons continued (Plus The atmosphere project) Physics - Forces Newton's laws and momentum</p> |
| | Combined Science Trilogy | <p>Biology - Health Matters Chemistry - Structure, bonding and the properties of matter Physics - Particle model of matter</p> | <p>Biology - Photosynthesis Chemistry - Chemical Quantities and calculations Physics - Waves</p> | <p>Biology - Coordination and control Chemistry - Chemical changes Physics - Waves continued</p> | <p>Biology - Ecology in action & Revision for assessment Chemistry - Chemical changes continued Physics - Electricity</p> | <p>Biology - Ecology in action continued Chemistry - Energy changes Physics - Electricity continued</p> | <p>Biology - Ecology in action continued Chemistry - Hydrocarbons Physics - Forces Newton's laws and momentum</p> |

Sport & Performing Arts

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| GCSE PE | <p>Applied Anatomy and Physiology Develop knowledge and understanding of key body systems, and how they impact on health , fitness and performance. Muscular System Practical- continuing with practical assessments</p> | <p>Applied Anatomy and Physiology Develop knowledge and understanding of key body systems, and how they impact on health , fitness and performance. Skeletal System Practical- continuing with practical assessments</p> | <p>Applied Anatomy and Physiology Develop knowledge and understanding of key body systems, and how they impact on health , fitness and performance. Cardiovascular system. Practical- continuing with practical assessments</p> | <p>Applied Anatomy and Physiology Develop knowledge and understanding of key body systems, and how they impact on health , fitness and performance. Aerobic and Anaerobic energy systems. Practical- continuing with practical assessments</p> | <p>Physical Training Develop knowledge and understanding of the principles of training, and different methods of training in order to plan, carry out, monitor and evaluate personal exercise and training programmes. Practical- continuing with practical assessments</p> | <p>NEA: Personal Exercise Programme Develop knowledge and understanding of the principles of training and relevant methods of training and use of data in order to analyse and evaluate their PEP</p> |
| Core PE | <p>Invasion Rugby/ Football/ Basketball</p> | <p>Invasion Netball/ Football / Volleyball</p> | <p>Individual Fitness / Badminton / Table Tennis</p> | <p>Choice Trampolining / Fitness / Invasion</p> | <p>Athletics</p> | <p>Striking and Fielding</p> |
| Music | <p>Area of Study 1: Musical Forms and Devices</p> <p>Study of music of the Western Classical Tradition (Baroque, Classical and Romantic) Musical Forms and Structures (e.g. Binary, Rondo forms) Musical Devices (e.g. syncopation and sequence) Cadences</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> | <p>Area of Study 1: Musical Forms and Devices</p> <p>Study of music of the Western Classical Tradition (Baroque, Classical and Romantic) Musical Forms and Structures (e.g. Binary, Rondo forms) Musical Devices (e.g. syncopation and sequence) Cadences</p> <p>Set Work Study: Badinerie by the composer Bach</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> | <p>Area of Study 2: Music for Ensemble</p> <p>Study of Musical Textures and Textural Devices</p> <p>Chamber Music (in the Baroque, Classical and Romantic eras)</p> <p>Blues Music</p> <p>Musical Theatre</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> | <p>Area of Study 2: Music for Ensemble</p> <p>Study of Musical Textures and Textural Devices</p> <p>Chamber Music (in the Baroque, Classical and Romantic eras)</p> <p>Blues Music</p> <p>Musical Theatre</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> | <p>Area of Study 3: Film Music</p> <p>Study of different uses of music in films and famous film music composers.</p> <p>Study of the use of the musical elements used in film (melody, rhythm, harmony and tonality)</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> | <p>Area of Study 3: Film Music</p> <p>Study of different uses of music in films and famous film music composers.</p> <p>Study of the use of the musical elements used in film (melody, rhythm, harmony and tonality)</p> <p>Component 1 (Performing) and Component 2 (Composing) tasks in relation to the above topics studied.</p> |

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| | Drama | <p>Topic: Our Day Out (From page to Stage)</p> <p>Skill/content: Developing advanced performance skills- Analysing and evaluating theatrical structures. Apply Theatrical skills to realise artistic intentions in live performance- Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Assessment: Formative assessment throughout the component via work in progress.</p> <p>Summative teacher assessment from three final performances. Two summative assessments from evaluative writing.</p> | <p>Topic: Our Day Out (From page to Stage)</p> <p>Skill/content: Developing advanced performance skills- Analysing and evaluating theatrical structures. Apply Theatrical skills to realise artistic intentions in live performance- Create and develop ideas to communicate meaning for theatrical performance.</p> <p>Assessment: Formative assessment throughout the component via work in progress.</p> <p>Summative teacher assessment from three final performances. Two summative assessments from evaluative writing.</p> | <p>Topic: GCSE Component 1</p> <p>Skill/content: Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. Annalise and evaluate theatrical production. Rehearsing and adapting work in response to rehearsals (to be done collaboratively) voice: use of clarity, pace, inflection, pitch and projection physicality: use of space, gesture, stillness and stance ability to combine and apply vocal and physical skills characterisation communication with other performers and with the audience understanding of style, genre and theatrical conventions.</p> <p>Assessment: 40% of the qualification consisting of final devised performance and accompanying essay on the creative process and evaluation of final performance.</p> | <p>Topic: GCSE Component 1</p> <p>Skill/content: Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. Annalise and evaluate theatrical production. Rehearsing and adapting work in response to rehearsals (to be done collaboratively) voice: use of clarity, pace, inflection, pitch and projection physicality: use of space, gesture, stillness and stance ability to combine and apply vocal and physical skills characterisation communication with other performers and with the audience understanding of style, genre and theatrical conventions.</p> <p>Assessment: 40% of the qualification consisting of final devised performance and accompanying essay on the creative process and evaluation of final performance.</p> | <p>Topic: GCSE Component 1</p> <p>Skill/content: Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. Annalise and evaluate theatrical production. Rehearsing and adapting work in response to rehearsals (to be done collaboratively) voice: use of clarity, pace, inflection, pitch and projection physicality: use of space, gesture, stillness and stance ability to combine and apply vocal and physical skills characterisation communication with other performers and with the audience understanding of style, genre and theatrical conventions.</p> <p>Assessment: 40% of the qualification consisting of final devised performance and accompanying essay on the creative process and evaluation of final performance.</p> | <p>Topic: GCSE Component 1</p> <p>Skill/content: Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. Annalise and evaluate theatrical production. Rehearsing and adapting work in response to rehearsals (to be done collaboratively) voice: use of clarity, pace, inflection, pitch and projection physicality: use of space, gesture, stillness and stance ability to combine and apply vocal and physical skills characterisation communication with other performers and with the audience understanding of style, genre and theatrical conventions.</p> <p>Assessment: 40% of the qualification consisting of final devised performance and accompanying essay on the creative process and evaluation of final performance.</p> |
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| Humanities | History | P3 USA - Civil Rights in America c.1954-68 | P3 USA - Civil Rights c.1968-75, Vietnam and America c.1954-60 | P3 USA - Vietnam and America c.1960-75 | P2 Cold War - c. 1940-1968 | P2 Cold War - c.1968-1991 | P1 Medicine - beliefs about the cause of illness |
| | Geography | P1 Living in the UK Today - Landscapes of the UK | P1 Living in the UK Today - Landscapes of the UK | P1 Living in the UK Today - People of the UK | P1 Living in the UK Today - UK Environmental Challenges | P1 Living in the UK Today - UK Environmental Challenges | P2 The World Around Us - Ecosystems of the Planet |
| | Religious Studies | AQA Paper 1: Study of Religions Buddhist Beliefs | AQA Paper 1: Study of Religions Buddhist Practices | AQA Paper 1: Study of Religions Buddhist Ethics | AQA Paper 1: Study of Religions -Christian Beliefs | AQA Paper 1: Study of Religions <i>Christian Practices</i> | AQA Paper 2: Thematic studies Religion & Life |
| | Religious Studies (core) Guidance from EDUQAS | Component 2: Religious, Philosophical and Ethical Studies in the Modern World Theme 4: Human Rights Component 1: | Component 2: Religious, Philosophical and Ethical Studies in the Modern World Theme 4: Human Rights Component 1: | Component 1: Religious, Philosophical and Ethical Studies in the Modern World Theme 3: Good and Evil | Component 1: Religious, Philosophical and Ethical Studies in the Modern World Theme 3: Good and Evil | Component 1: Religious, Philosophical and Ethical Studies in the Modern World Theme 1: relationships | Component 1: Religious, Philosophical and Ethical Studies in the Modern World Theme 1: relationships |
| Personal Development | Human Rights PSHE Theme Rights and Responsibilities. RS Theme Human Rights - Christianity & Islam | Diversity and Inclusion PSHE Themes Celebrating Diversity and Rights and Responsibilities. RS Theme Human Rights Christianity | Mental Health and Well-Being PSHE Theme Health and Well-Being - RS examples of attitudes towards mental health | War and Conflict PSHE Themes Rights and Responsibilities, Living in the Wider World. RS Theme Good and Evil | RSE PSHE Themes RSE, Staying Safe and Health and Well-Being. RS Theme Relationships | RSE PSHE Themes RSE, Staying Safe and Health and Well-Being. RS Theme Relationships | |
| Technology | Design and Technology | Designing Principles - Investigate primary and secondary data. The work of others Design strategies. Communication of design ideas and prototype development. | Making Principles -Selection of materials and components. Tolerances and allowances. Material management and marking out. Specialist tools, equipment, techniques and processes. Surface treatments and finishes | Materials and their working properties -Natural and manufactured timbers Metals and Alloys Polymers | Materials and their working properties -Textiles Paper and board Common specialist technical principles Forces and stresses on materials and objects Improving functionality | Common specialist technical principles Ecological and social footprint The six R's Scales of production | NEA Analysis of context, problems and opportunities, rationale Task analysis End user Primary and secondary investigations |
| | Food Prep & Nutrition | Core knowledge Commodities Health and Food | Core knowledge Commodities Meat, Poultry and | Core knowledge Commodities Fish | Core knowledge Commodities Cereal grains and | Core knowledge Commodities Milk, yoghurt and | Core knowledge Commodities Alternative diets |

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| | safety Nutrients Fruit and Veg | game | Eggs | crops NEA1 experiment Oils, fats, sugars and syrups | Cheese | NEA2 practice |
| Art | Natural Form: Introduction to Art GCSE. Project covers a range of techniques and artists based on natural form. Looking at Peter Randall Page, Henry Moore and Yinka Ilori. | Natural Form: Looking at Angela Faustina. Planning for and creating a ceramic vessel inspired by Natural Forms. This includes glazing too. | Identity: Studying and exploring identity. Looking at Sarah Graham to inspire still life. Studying a range of cultural patterns to inspire work, and chosen personal themes. Looking at William Morris. | Identity: Continuing by studying the patterns on insects, and creating hybrids of both cultural patterns and the insect patterns. Also includes some fashion study using Alexander McQueen. This culminates in a reduction lino print inspired by the themes studied. | Viewpoints: Begin with looking at movements regarding viewpoints, Cubism, Fauvism, Pop Art. Research pages, responses to artists using their own photos, and creating hybrids regarding these movements. | Viewpoints: Students begin to select 2 their own themes from some provided. Each theme includes internet research, responses, own photos and work, Artist research pages, responses and own work in the style of artists. |
| Computing | J277-Unit-1-Systems- architecture objectives: Describe the architecture and purpose of the CPU. The factors that can impact performance and the different types of memory. Assessment point - KisAT | J277-Unit-2-Data-repr esentation objectives: Explain how computers use and store data. Explain the need for compression. Assessment point - KAT | J277-Unit-6-Algorithms objectives: Understand and apply computational thinking methods Assessment point - KAT | Assessment point - KAT J277-Unit-7-Programm ing objectives: Use a range of fundamental programming methods | Revision and Assessment Week | Project objectives: analyse, develop, test and evaluate a program. |