

# Year 10 Curriculum Map



	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE	English	<p><b>Lit – Modern Novel / Play (Paper 2, section A)</b></p> <p>Lord of the Flies An Inspector Calls</p> <p>Text as a whole Character / theme</p>	<p><b>Lang – Writing (Paper 1, Section B / Paper 2, Section B)</b></p> <p>Grammar, text types, accuracy, descriptive, narrative, point of view, structure.</p>	<p><b>Lit – Unseen Poetry (Paper 2, Section C)</b></p> <p>Analysing poems Poetic form Comparing unseen poems</p>	<p><b>Lang – Writer’s viewpoints and perspectives (Paper 2, Section A) (also Section B)</b></p> <p>Selection of non-fiction and literary non-fiction texts. Comprehension Comparison Summarising an aspect of the text Language for a specific purpose</p>	<p><b>Lit – 19<sup>th</sup> Century Novel (Paper 1, Section B)</b></p> <p>Dr Jekyll and Mr Hyde The Sign of Four</p> <p>Novel as a whole Extract analysis Character / theme</p>	<p>Feedback from Mock, revision of non-fiction reading and writing skills</p> <p><b>MOCK – LANG PAPER 2</b> <b>MOCK – LIT UNSEEN POETRY</b></p>
	Maths	<p><b>Set 1</b></p> <p>Decimal arithmetic Geometric sequences Linear inequalities in one or two variables Recurring decimals Square and cube proportion</p>	<p><b>Set 1</b></p> <p>Factorising quadratic expressions Algebraic fractions Congruency Similarity of 2D and 3D shapes Stratified sampling Quadratic equations Simultaneous equations</p>	<p><b>Set 1</b></p> <p>Simplifying surds Rationalising denominators Loci Calculating in standard form Surface area Repeated percentage change</p>	<p><b>Set 1</b></p> <p>Tree diagrams Venn diagrams Conditional probability Enlargement Kinematics Graphs and charts Histograms</p>	<p><b>Set 1</b></p> <p>Algebraic proof Changing the subject Identities Circle theorems Sketching graphs Cumulative frequency</p>	<p><b>Set 1</b></p> <p>Accuracy Simultaneous equations Transformations of functions Trigonometric graphs Volumes of curved shapes</p>
		<p><b>Set 2</b></p> <p>Decimal arithmetic Geometric sequences Linear inequalities in one or two variables Recurring decimals</p>	<p><b>Set 2</b></p> <p>Factorising quadratic expressions Congruency Similarity of 2D and 3D shapes Stratified sampling Quadratic equations</p>	<p><b>Set 2</b></p> <p>Simplifying surds Loci Calculating in standard form Surface area Repeated percentage change</p>	<p><b>Set 2</b></p> <p>Tree diagrams Venn diagrams Conditional probability Enlargement Kinematics Graphs and charts</p>	<p><b>Set 2</b></p> <p>Changing the subject Identities Circle theorems Sketching graphs Cumulative frequency</p>	<p><b>Set 2</b></p> <p>Accuracy Transformations of functions Trigonometric graphs Volumes of curved shapes</p>

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	Square and cube proportion	Simultaneous equations		Histograms		
	<b>Sets 3-4</b> Decimal arithmetic Geometric sequences Linear inequalities Mixed numbers Proportion	<b>Sets 3-4</b> Expanding brackets Indices Angles with parallel lines Questionnaires Sampling Linear inequalities	<b>Sets 3-4</b> Factors and multiples Constructions Standard form Arcs and sectors Repeated percentage change	<b>Sets 3-4</b> Tree diagrams Conditional probability Rotation and translation Non-standard graphs Averages Stem and leaf diagrams	<b>Sets 3-4</b> Ratio Time-series Factorising quadratics Reflection and enlargement	<b>Sets 3-4</b> Density and pressure Kinematics Mixed numbers Congruence Bearings Simultaneous equations Pythagoras' theorem
	<b>Set 5</b> Arithmetic Linear graphs Fractions Direct and inverse proportion	<b>Set 5</b> Collecting terms Expanding brackets Angles Data collection Solving equations	<b>Set 5</b> Multiples and factors Constructions and loci Area of 2D shapes Percentage change Probability	<b>Set 5</b> Reflection and translation Averages Time and scheduling Rotation and enlargement	<b>Set 5</b> Compound measures Bearings Pythagoras' theorem Pie charts Scatter graphs	<b>Set 5</b>
<b>Science</b>	<b>Biology:</b> Photosynthesis & respiration, Disease <b>Chemistry:</b> Bonding, Fuels <b>Physics:</b> Waves, Speed & momentum		<b>Biology:</b> Control in body systems <b>Chemistry:</b> Rates of reaction <b>Physics:</b> Electricity		<b>Biology:</b> Reproduction & genetics <b>Chemistry:</b> The Earth's resources <b>Physics:</b> Magnetism, (Pressure & moments sets 1&2 only)	
<b>Beliefs and Values</b>	Crime & Punishment <ul style="list-style-type: none"> <li>Why do we need Law &amp; Justice?</li> <li>Capital Punishment</li> <li>Drugs &amp;</li> </ul>	Crime & Punishment <ul style="list-style-type: none"> <li>Why do we need Law &amp; Justice?</li> <li>Capital Punishment</li> <li>Drugs &amp; Alcohol</li> </ul>	Environment & Medical issues <ul style="list-style-type: none"> <li>Climate Change</li> <li>Pollution</li> <li>Infertility treatment</li> </ul>	Environment & Medical issues <ul style="list-style-type: none"> <li>Climate Change</li> <li>Pollution</li> <li>Infertility treatment</li> </ul>	Case Study: The Holocaust	Mock preparation

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		Alcohol		<ul style="list-style-type: none"> <li>Transplant surgery</li> </ul>	<ul style="list-style-type: none"> <li>Transplant surgery</li> </ul>		
	<b>PE - Girls</b>	Badminton, Fitness Suite, Sports Leaders, Netball, Dance, Table Tennis	Trampolining, Badminton, Fitness Suite, Sports Leaders, Multisports, rhythmic gymnastics	Fitness, basketball, cheerleading, Sports Leaders	Volleyball, Team Building, Handball, Cultural Sports, Aerobics, Sports Leaders	Athletics, Stoolball, Tennis, Rounders	Stoolball, Tennis, Rounders, Ultimate Frisbee, Softball
	<b>PE - Boys</b>	Choice of Badminton, Football, Hockey, Rugby, Handball, Table Tennis, Weights, Basketball		Fitness + Options	Choice of Badminton, Football, Hockey, Rugby, Handball, Table Tennis, Weights, Basketball	Athletics + Choice of softball, cricket, rounders, tennis	Choice of softball, cricket, rounders, tennis
	<b>Geography</b>	Natural hazards – tectonic hazards, weather hazards, climate change and impact on UK		The challenge of resource management – the sustainability of food, water and energy supply.		UK landscapes – coastal landscapes, river landscapes. GCSE Wales trip fieldwork.	
<b>OPTIONS</b>	<b>History</b>	<b>Medicine in eighteenth and nineteenth century Britain</b> Vaccinations, Pasteur's Germ Theory and the impact of key individuals on medical understanding and treatments.	<b>Modern Medicine</b> The pace of change from 1900: Why has there been rapid change? Breakthroughs in modern medicine. The impact of the NHS.	<b>The Historic Environment</b> The British sector of the Western Front, 1914-1918: injuries, treatments and the trenches.	<b>The Origins of the Cold War</b> Early tension between East and West The development of the Cold War The Cold War intensifies	<b>Cold War Crises</b> The Berlin Crisis The Crisis over Cuba The Soviet invasion of Czechoslovakia	<b>The end of the Cold War</b> Attempts to reduce tension between East and West Flashpoints between East and West The collapse of Soviet control of eastern Europe
	<b>GCSE</b>	<b>Central</b>	<b>Computer Memory</b>	<b>Wired and wireless</b>	<b>Networks and</b>	<b>System/Cyber</b>	Algorithms

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<b>Computer Science</b>	<b>Processing Unit</b> Registers RAM, Buses, Fetch-decode-execute.  <b>Introduction to programming using Python</b>	RAM, ROM, Virtual memory, flash memory  <b>Storage</b> Types of storage, capacity, applications of storage  <b>Python programming</b>	<b>technology</b> LAN, WAN, Client server, peer to peer, the internet, virtual servers  <b>Python Programming</b>	<b>network topologies</b> Wifi, Ethernet, IP addressing, layers, packet switching  <b>Python Programming</b>	<b>Security</b> Threats to networks, forms of attack, preventing vulnerabilities  <b>Python Programming</b>	Computational thinking, sorting and searching algorithms  Python Programming
<b>Cambridge National i-Media</b>	RO92 Developing Digital Games 25% Coursework Designing, producing and testing a digital game for an audience			RO81 Digital Graphics 25% Coursework Designing, producing and testing a range of digital graphics for a client using Photoshop/Fireworks and Dreamweaver		
<b>GCSE French</b>	<b>Local area, holiday and travel 1</b> <i>holiday preferences, experiences and destinations</i> <i>weather</i> <i>travel and accommodation</i> <i>asking for help / dealing with problems</i> <i>directions</i> <i>eating out</i> <i>shopping</i> Free time. CA in writing based on mod 1 and 2		<b>Future aspirations, study and work: work</b> <i>jobs, careers, professions</i> <i>further study</i> <i>travel and employment</i>		<b>Local area, holiday and travel 2</b> <i>town, region and country</i> <i>places to see</i> <i>things to do</i>	
<b>GCSE Spanish</b>	Holidays – developing conversation. Unit 1 Viva Present tense – what you do	Conditional – an ideal holiday Translation skills Holiday texts Spanish to English English to Spanish	School – Unit 2 viva opinions superlatives comparatives negatives infinitive phrase	Revision work book texts – School Reading and Listening Skills	Future Aspirations, study and work – Unit 7 viva. What you do to earn money What you used to	Future plans Using the conditional and future tenses

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	generally Past tense - a particular holiday	Local Area – Module 5			do – imperfect tense Describing work experience – combining preterite and imperfect tenses	
<b>Resistant Materials</b>	<b>GCSE Ideas section - final</b> Students will produce 7 design ideas, which are fully evaluated against the specification.	<b>GCSE Developments section - final</b> Students will select one design idea and fully develop the design into a fully functional final design through modelling and experimenting.	<b>GCSE Practical section - final</b> Students will then using a range of materials to make a final product using a range of skills and techniques.	<b>GCSE Practical section - final</b> Students will then using a range of materials to make a final product using a range of skills and techniques.	<b>GCSE Practical section - final</b> Students will then using a range of materials to make a final product using a range of skills and techniques.	<b>GCSE Testing and evaluation section - final</b> Student will test and evaluate the made product to find out the success and views of the users.
<b>Graphics</b>	<b>Controlled assessment.</b> Pupils to undertake the 1 <sup>st</sup> section of the second criteria. Designing and developing.	<b>Pop up card/Paper engineering.</b> Pupils study different techniques for producing 3D greetings cards.	<b>Exam preparation.</b> Pupils to study key elements of the theory in readiness for the exam	<b>Controlled assessment.</b> Pupils to undertake the 2 <sup>nd</sup> section of the second criteria. Designing and developing their design ideas.	<b>Blister pack project.</b> Pupils to design and make a blister pack for a set product.	<b>CAD/CAM.</b> Pupils to design and make a variety of products using CAD/CAM.
<b>Textiles</b>	Students start off the year by analysing their research for the coursework. They then use the information gathered to produce creative design ideas.	The designs will then be developed and fabrics, decorative techniques and construction techniques will be tested.	Students develop their designs for their final product for the coursework. Alongside this they will be covering theory topics in preparation for the written exam.	Designs are finalised and development pages completed. Students now start making their mock-up of the final product.	Continuation of making alongside theory lessons for the written exam.	Continuation of making alongside theory lessons for the written exam.
<b>Food</b>	Nutrition, functions	Making informed food	Food preparation task	Food safety	Food province	Preparation for

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<b>preparation and Nutrition</b>	<p>and chemical properties of fat.</p> <p>Sensory evaluations</p> <p>Food Investigation task mock - Shortening.</p>	<p>choice:</p> <p>Life stages Pre-school 1-4 Children 5-12 Teenagers Adults Elderly</p> <p>Practical's reflecting how to make healthy choices for each age group.</p>	mock - Life stages	Principles of food safety Food choices	Environmental considerations	mock exam.
<b>GCSE Drama</b>	<p><b>Practice Devised</b> Students will be given stimulus material and guided through the devising process to create their own piece of theatre. This unit will act as a mock version of the final devised unit which takes place in the Summer Term. Students will write about the development of their piece as well as evaluating the final outcome in a written portfolio. Their devised play will include a range of dramatic storytelling techniques designed to engage the audience.</p>		<p><b>Study of a Scripted Play</b> Students study the full play of Blood Brothers by Willy Russell in preparation for their written exam. They will explore the characters and themes practically as well as developing an understanding of the social and historical context of the play. Throughout the unit, they will practise answering exam-style questions as an actor, designer and director.</p>		<p><b>Final Devised Assessment</b> Students will be given stimulus material and guided through the devising process to create their own piece of theatre. The written and performance work completed in this unit will count towards 30% of the students' GCSE. Students will write about the development of their piece as well as evaluating the final outcome in a written portfolio. Their devised play will include a range of dramatic storytelling techniques designed to engage the audience.</p>	
<b>BTEC Performing Arts</b>	<p><b>Performer in Training</b> Individual lessons focusing on singing, dancing and acting skills. Students assess and chart their progress in each skills area through practical workshops and a written skills audit. They produce performance work for the Gym and Dance display and Winter Concert. This is final assessment work and will count towards students' final grade.</p> <p><b>Individual Showcase</b> Students will prepare for their external exam unit. They will have to rehearse and perform</p>				<p><b>Page to Stage</b> The class will work as a group to rehearse and perform extracts from a musical or a play, depending on their pathway. They will have to track their personal management skills in rehearsal and perform demonstrating</p>	

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	two audition pieces in their chosen skill area according to a theme set by the exam board and write a letter of application for a job in the Performing Arts industry.				how far their skills have developed. They will complete written logbooks evaluating their progress. This is the final assessment for this learning aim and will count towards students' final grade.	
<b>BTEC Dance</b>	<b>Technique and Choreography</b> Students continue to build on their technical accuracy from last year and their choreographic skills. They are taught set material which they have to develop into short group dances. Throughout this assignment they assess their personal progress through use of SMART targets.		<b>Individual Showcase</b> Students will prepare for their external exam which will be taken in May. They will have to rehearse and perform two contrasting dance audition pieces according to a theme set by the exam board and write a letter of application for a job in the Performing Arts industry.		<b>Dance Fusion</b> Students build on their choreography from the autumn term for final performance in June. They create their own group dances of at least two minutes duration. They combine as many of the different styles taught as possible. Students continue to evaluate their skills and set SMART targets.	
<b>Music</b>	Textural writing and harmonic progressions. Listening; Western Classical Tradition	Draft Responding to a Compositional Brief  Listening; Western Classical Tradition	Composition one Controlled Conditions  Listening; Popular Music	Composition one Controlled Conditions  Listening; Popular Music	Composition one Controlled Conditions  Listening; World Music	Composition one Controlled Conditions Listening; World Music.
<b>BTEC Music</b>	Textural writing and harmonic progressions	Draft Responding to a Compositional Brief	Assignment 1 Quick Compose Something!	Assignment 2 You got the Job. Controlled conditions	Assignment 2 You got the Job. Controlled conditions	Assignment 2 You got the Job. Controlled conditions
<b>Business Studies</b>	<b>Enterprise task. Tycoon in schools</b>	<b>The Economic context</b> – Students will learn about demand and supply, interest rates, exchange rates, the business cycle, business decisions and stakeholders	<b>Marketing –</b> Students will learn about marketing, product trial and repeat purchase, product life cycle, branding and differentiation, building a successful	<b>Controlled assessment –</b> Students will investigate and report on a small business	<b>Marketing task –</b> Students will design, brand, and create a marketing mix for their own product.	<b>Preparing for work –</b> job descriptions, person specifications, cvs, application forms and career progression.

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<b>BTEC Business Studies</b>	<b>Unit 2: Finance for Business</b> – students will understand the costs involved in business and how to make a profit.	<b>Unit 2: Finance for Business</b> – students will understand the costs involved in business and how to make a profit.	<b>Unit 2: Finance for Business</b> – students will understand how businesses plan for success and understand how businesses measure success and identify areas for improvement.	<b>Unit 2: Finance for Business</b> – students will understand how businesses plan for success and understand how businesses measure success and identify areas for improvement.	<b>Unit 8 Recruitment Selection and Employment</b> – Students will demonstrate interview skills and plan career development.	<b>Unit 8 Recruitment Selection and Employment</b> – Students will demonstrate interview skills and plan career development.
<b>BTEC Health and Social Care</b>	<b>Unit 1: Human Lifespan development EXAM MAY OF YEAR 10</b> Students will examine key features from human lifespan development throughout the six life stages	<b>Unit 1: Human Lifespan development</b> Students will continue to examine key features from human lifespan development throughout the six life stages and write about these using key HSC terminology	<b>Unit 1: Human Lifespan development</b> Students will use features in life stages to look at the effect of the developments in the life stages on the human being the six life stages	<b>Unit 1: Human Lifespan development EXAM MAY OF YEAR 10</b> EXAM PREPARATION – SHORTER AND LONGER ESSAY QUESTIONS	<b>Unit 1: Human Lifespan development EXAM MAY OF YEAR 10</b> EXAM PREPARATION – SHORTER AND LONGER ESSAY QUESTIONS PRACTISED	Review of coursework from year 9 and resubmission work where necessary.
<b>Art and Design</b>	Portfolio "Sea life"  Introduction to second portfolio unit. Reviewing skills based learning the principal's focusing on the natural world.	Portfolio "Sea life"  Development and refinement of observational skills. Reviewing techniques, researching the work of other artists. Painting, printing, digital image	Portfolio "Sea life"  Development and refinement of observational skills. Working in a wider range of techniques, focusing on quality of image reproduction in	Portfolio "Sea life"  Making a personal response to the work of other artists and how their work has influenced your personal final outcomes.	Portfolio "Sea life"  Completion of second portfolio unit. Evaluation and mounting of work ready for submission and internal	Portfolio "Portraiture"  Myself and my environment, how the Western tradition was influenced by the developing world.



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		manipulation.	the style of artists studied		moderation. Mock exam dove tailing into sea life portfolio.	Visit to National Portrait gallery.
<b>GCSE PE</b>	Skeletal system Muscular System	Aerobic and Anaerobic respiration Respiratory & circulatory systems	Individual differences Leisure and recreation	International sport Competition	Sponsorship & media ICT and sport science	Health and Safety
<b>BTEC Sport</b>	Analysis of strengths and weaknesses in 2 sports	Preparation for 6 week training programme	6 week training programme Leadership in sport	Write up training programme Leadership in sport	Practical in 2 sports	Improving performance in 2 sports
<b>Sociology</b>	Sociology of Crime and Deviance continued by Mrs McFarlane. Sociology of Media introduced by Ms Yendell	Crime and Deviance completed by Mrs McFarlane . Media completed by Ms Yendell	Sociology of Power introduced by Ms Yendell Sociology of Social Inequality introduced by Mrs McFarlane.	Sociology of Power completed by Ms Yendell. Sociology of Social Inequality completed by Ms Yendell	Revision of two topics by each teacher	End of year assessment and debriefing.
<b>Media</b>	Completing Topic 3 NEWSPAPERS	BRITISH COMICS (Print)	BRITISH COMICS (Print)	Practical Production: Film Marketing & Trailer production	Film Marketing & Trailer production	Film Marketing & Trailer production
<b>Computing</b>	A453 – Programming Project (30% of the final grade) Students need to design suitable algorithms for a given scenario and design a solution to be coded in a suitable high level language.				A451 – Practical Investigation (30% of the final grade) Students will produce a solution using JavaScript, an object oriented language.	
<b>I-media</b>	R092 – Developing Computer Games (25% of the final grade) Students will be designing, developing and testing a digital game		R085 – Creating a multi-page website (25% of the final grade) Students will create a website for a family friendly music festival		R085 – Creating a multi-page website	