

Year 10 Curriculum Map – 2019/20

| | Autumn Term 1a | Autumn Term 1b | Spring Term 2a | Spring Term 2b | Summer Term 3a | Summer Term 3b |
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| ENGLISH | Power and Conflict poetry | Explorations in Creative Reading and Writing – Language Paper 1 | Modern novel: Animal Farm | Modern novel: Animal Farm | Power and conflict poetry | Writers' Viewpoints and Perspectives with Spoken Language |
| MATHS | Foundation Number types, lowest common multiple, highest common factor, prime factor form. Angles Number skills (integers and decimals) 2D and 3D Shapes Higher Indices, standard form and surds Perimeter, area and volume Linear equations and trial and improvement | Foundation Negative numbers Metric and imperial units Fractions Collect and present data Higher Averages Angles in polygons and parallel lines Ratio Rearranging | Foundation Equations and Formulae Percentages Linear Graphs Higher Fractions Percentages Linear graphs Presenting and interpreting data Transformations Sequences | Foundation Ratio Averages Higher Quadratic Equations Pythagoras and Trigonometry Simultaneous equations | Foundation Perimeter, area and volume Expand and factorise Higher Speed, density and pressure Constructions and bearings Circle Theorems | Foundation Transformations Sequences Higher Inequalities Probability |
| SCIENCE | Biology Unit B5 Communicable diseases | Biology Unit B6 Preventing and treating diseases | Biology Unit B10 The human nervous system | Biology Unit B11 Hormonal coordination | Biology Unit B16 Adaptations, interdependence and competition + Unit B12 Homeostasis in action (Triple only) | Biology Unit B17 Organising an ecosystem |
| | Chemistry Unit C6 Electrolysis | Chemistry Unit C4 Chemical calculations | Chemistry Unit C9 Crude oil and fuels | Chemistry Unit C13 Our atmosphere | Chemistry Required practical skills + Unit C10 Organic reactions (Triple only) | Chemistry Core content review + Unit C11 Polymers (Triple only) |
| | Physics Unit P4 Electric circuits | Physics Unit P5 Electricity in the home | Physics Unit P8 Forces in balance | Physics Unit P9 Motion | Physics Unit P10 Force and motion | Physics Required practical skills + Unit P11 Force and pressure (Triple only) |
| GEOGRAPHY | The Living World In this unit students will start by learning about ecosystems, including food webs and the nutrient cycle for example. They will then look in detail at The Amazon Rainforest and The Western Desert, with a focus on challenges and opportunities, human threats and sustainable management. | | The changing Economic World This unit looks in detail an example of a country that is rapidly economically developing, Nigeria. It considers the context of the country as a whole and the social and environmental impacts of rapid development. It also considers Nigeria's relationship with other parts of the world. The unit also looks at how the UK's changing and the impacts this has. | | The challenges of Climatic Hazards This unit looks at the reasons for the varied UK climate, the reasons why the climate is different in different parts of the world and tropical storms, again looking at causes, impacts and management. | Fieldwork In this unit students will reconnect with the geographical enquiry and discover some new primary and secondary data collection techniques that can be used in the field. Students will then participate in a local physical fieldwork trip where they will collect their data as part of their own geographical enquiry. |
| HISTORY | Germany in Transition 1919-1939. A study of the problems faced by Germany in the aftermath of the First World War, focusing on the political unrest in the early 1920s. | Germany in Transition 1919-1939. A study of how democracy in Germany finally collapsed and was replaced by dictatorship when Hitler and the Nazis came to power in 1933; and how the Nazis consolidated their power between 1933 and 1934; | Germany in Transition 1919-1939. A study of how the Nazis' racial, economic and social policies impacted on the lives of the German people between 1933 and 1939, the methods the Nazis used to control the German people and an analysis of the factors which led to the outbreak of the Second World War in 1939. | The Development of the USA, 1929-2000. A study of the economic changes which took place in America between 1929 and the 1960s. | The Development of the USA, 1929-2000. A study of the social and political changes which took place in America between 1941 - 2000 focusing on Black Civil Rights and the policies of the different presidents. | The Development of the USA, 1929-2000. A study of how American society changed between 1950 and 2000; and an examination of the deterioration in relations between the USSR and the USA which culminated in the Cold War. |
| RELIGIOUS EDUCATION | This term students will look at Islamic history and Islamic beliefs. They will also discover core beliefs on issues such as life after death, the importance of the Qur'an and predestination. They will find out about the diversity of views within Islam with particular emphasis on the split between Sunni and Shia Islam. | | This term students will look at how Islamic beliefs are reflected in Muslim practices. In particular, they will spend a lot of time discussing the Five Pillars of Islam and Islamic festivals. Later in the term once all the work on Muslim practices has been completed they will start to look at what is meant by the term secularisation and whether or not Britain is a Christian country. | | This term students will spend their time thinking about how different denominations of Christianity have actually reacted to some of the biggest ethical debates of our time. This will involve discussing issues such as secularisation, the role of men and women in society, abortion, euthanasia, the role and purpose of RE in schools, marriage and divorce, same sex relationships and war. How have different Christians <i>actually</i> reacted to these issues and how <i>should</i> they have? | |

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| MFL - FRENCH | GCSE Theme 1: Identity and culture. Module: Customs and festivals | GCSE Theme 1: Identity and culture. Module: Hobbies and free time. | GCSE Theme 3: Current and future study and employment. Module: My school |
| MFL - SPANISH | GCSE Theme 1: Identity and culture. Module: Customs and festivals | GCSE Theme 1: Identity and culture. Module: Hobbies and free time. | GCSE Theme 3: Current and future study and employment. Module: My school |

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| ART GCSE | Unit 1:African Art: Students will be introduced to the different art of a range of African countries and cultures. They will be required to research and analyse a range of African artists and cultures to inform their own artwork. Students will be expected to complete a range of drawing, mixed media, printing and painting tasks. The main focus of this body of work is on colour and painting skills using acrylics and students will be expected to design and produce a final painted canvas using a full range of colours and mark making. Their designs will be informed by their research and media experimentations which they will produce over the course of the project. | | | | | |
| DRAMA – AQA TECHNICAL AWARD PERFORMING AND PRODUCTION ARTS | Skills Development Performing Arts (Acting): Unit 2 Practice for devised piece. Production Arts: Skills development and Unit 2 practice for devised piece – past brief rom AQA - devised piece based on a theme. Preparation for the mock exam/unit 3 written examination | | Project 2: Devised practice brief 2 - Students are given a stimuli to create a piece of original drama around. Preparation for unit 3 examination | | Unit 1: Practice brief for performing arts pitch Unit 3: Exam practice | |
| GCSE DANCE | Anthology 1: ‘Artificial Things’ by Lucy Bennett <i>(theoretical and practical exploration + development of choreographic skills)</i> | Anthology 2: ‘Infra’ by Wayne Macgregor (+Set Phrase 1) <i>(theoretical and practical exploration + development of group performance skills/ preparation for solo performance assessment)</i> | Anthology 3: ‘Emancipation of Expressionism’ by Kenrick H20 Sandy <i>(theoretical and practical exploration + knowledge of choreographic approaches and group performance skills)</i> | Anthology 3: ‘Emancipation of Expressionism’ by Kenrick H20 Sandy (+ Set Phrase review) <i>(Rehearsal of group performance piece/ critical appreciation of own work written paper section B/ preparation for solo performance assessment)</i> | Anthology 4 ‘Shadows’ by Christopher Bruce Anthology 5 ‘A Linha Curva’ by Itzik Galili Anthology 6 ‘Within Her Eyes’ by James Cousins <i>(theoretical and practical exploration of the remaining anthology works/ development of choreographic knowledge and skills/ written paper section C)</i> | Choreography Project + Set Phrase 2 <i>(Mock choreography exam and preparation for solo performance assessment)</i> |
| GCSE MUSIC | AOS 1 - Western Classical Tradition 1600-1910 Coronation Anthems Haydn, Mozart and Beethoven Piano Music of Chopin and Schumann Requiem Clock Symphony Set Work Exploring the area of study through listening, performing and composition | AOS 2 - Popular Music Rock Music Pop Music Film and Gaming Music Music of Broadway Beatles Set Works Exploring the area of study through listening, performing and composition. | AOS 4 - Western Classical Tradition 1910 onwards Orchestral Music of Copland British Music Kodaly and Bartok Minimalism Copland Set Works Exploring the area of study through listening, performing and composition. | Composition Coursework Developing composition skills - professional workshops Developing use of Garage Band, Logic and Sibelius. | Composition Coursework Tutorials and workshops on developing composition ready for recording. | Solo Performance Skills Developing solo performance skills for coursework - initial recording for mock exam |
| PHYSICAL EDUCATION GCSE/BTEC/ SPORTS LEADERS/CORE PRACTICAL | GCSE – Revision of Year 1 BTEC – Unit 1 Anatomy and physiology Core: GCSE students focusing on practical sports BTEC students focusing on understanding of fitness, anatomy and physiology, and knowledge of rules. Sports Leaders – delivery of Level 1 course. Fitness – understanding of fitness, health and sustained activity for life. | GCSE – Physical training BTEC – Unit 1 Anatomy and physiology Core: GCSE students focusing on practical sports BTEC students focusing on understanding of fitness, anatomy and physiology, and knowledge of rules. Sports Leaders – delivery of Level 1 course. Fitness – focusing on understanding of fitness, health and sustained activity for life. | GCSE – Physical training BTEC – Unit 1 Anatomy and physiology Core: GCSE students focusing on practical sports BTEC students focusing on understanding of fitness, anatomy and physiology, and knowledge of rules. Sports Leaders – delivery of Level 1 course. Fitness – focusing on understanding of fitness, health and sustained activity for life. | GCSE – Sport psychology BTEC – Unit 2 Practical sport (analysis and performance) Core: GCSE students focusing on practical sports BTEC students focusing on understanding of fitness, anatomy and physiology, and knowledge of rules. Sports Leaders – delivery of Level 1 course. Fitness – focusing on understanding of fitness, health and sustained activity for life. | GCSE – Sport psychology BTEC – Unit 2 Practical sport (analysis and performance) Core: GCSE students focusing on practical sports BTEC students focusing on understanding of fitness, anatomy and physiology, and knowledge of rules. Sports Leaders – delivery of Level 1 course. Fitness – focusing on understanding of fitness, health and sustained activity for life. | |

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| 3D DESIGN ASSIGNMENT BASED LEVEL 2 BTEC | Revisit folder work/review year 9 work Improvements Ways forward to ensure students meet targets Students set individual targets and goals | Client Brief 4 Seating Design Developing knowledge of techniques and processes - Design/model making Workshop skills and the development of 2D/3D drawing skills The students undertake a design and make task that takes them through the design process and allows them to develop and consolidate their understanding of the subject. | Client Brief 5 CAD CAM Logo light Developing knowledge of techniques and processes - CAD CAM Workshop skills and the development of 2D/3D drawing skills The students undertake a design and make task that takes them through the design process and allows them to develop and consolidate their understanding of the subject. | Assignment 6 Design Styles (Research and Response) Contextual references. The students undertake a research project looking into Art and Design styles developing their knowledge of Design in a wider context and using the research to inform and inspire their own design ideas. | Client Brief 6 Picture Frame Design and Make Developing knowledge of techniques and processes - Wood working Workshop skills and the development joinery techniques. Using the results of the Design styles research the students make a picture frame and embellish it with their response selecting suitable materials techniques and processes. | Client Brief 6 Picture Frame Design and Make Developing knowledge of techniques and processes - Wood working Workshop skills and the development joinery techniques. Using the results of the Design styles research the students make a picture frame and embellish it with their response selecting suitable materials techniques and processes |
| BUSINESS | Investigating Small Business Spotting a business opportunity/ showing enterprise | Putting a business idea into practice | Making an Effective Start-up | Understanding the Economic Context | Building a Business Marketing | Building a Business Controlled Assessment Practice |
| FOOD PREPARATION AND NUTRITION | The Hospitality and Catering Industry - roles and factors for success | Operation of kitchen and front of House. How to meet customer requirements | Health and Safety regulations. Risk assessments Food safety Legislation | Food related illnesses. Food intolerances and allergies. Environmental Health Officer Provision for specific requirements - e.g. disability | Unit 1 assessment Coursework practice | Nutrients. Nutrition for different groups of people. Effects of poor nutrition. Impact of cooking on nutrition. |
| TEXTILES | Fine art Textiles, skills and techniques. Unit 1 – colour and line Constructed and printed textiles | | | | | |
| COMPUTER SCIENCE | Assessment of summer homework tasks Wired and wireless networks Network topologies, protocols and layers System security | Hardware and software Ethical, legal and environmental impacts Basic programming concepts | Basic programming concepts Advanced programming concepts (| Computational Logic Classification of programming languages NEA project starts | NEA Project Revision | NEA Project Revision MOCK Paper 1 Mock Paper 2 |
| GRAPHICS | Marketing/Advertising Project | Mock exam focused preparation. Year 10 Mock exams in early January | Board game project | | | Exam preparation |
| SKILLS FOR LIFE | At KS4, the Skills for Life programme is delivered through three 'off-timetable' days and complemented by assemblies and tutor activities. All sessions will be age-appropriate and build on concepts from previous years. #1 Relationships and Sex Education Healthy platonic and intimate relationships, family relationships, anatomy and identity, consent, digital issues, the impact of pornography, contraception and sexually transmitted infections. | | #2 Health and wellbeing Mental health, the impact of sleep, diet and exercise on wellbeing, stress and anxiety, self-esteem, body image, the impact of drugs and alcohol on physical and mental health, how and when to get help. | | #3 Living together Identities, diversity, cohesive communities, why gangs form and how they operate, combating extremist views, staying safe. | |