

	Autumn	Spring	Summer
<h2>Architecture, Construction & Design</h2>	<p>Unit 3</p> <p>Construction Design:</p> <ul style="list-style-type: none"> • Sectors of Construction Industry in the UK • Contribution of Construction Industry to the UK • Client Brief • Concept Ideas; elevations, floor plans & point perspectives • Reviewing against the CB <p>Unit 1</p> <p>Constructing a low rise house 1:</p> <ul style="list-style-type: none"> • Pre-construction • Pre-construction • Pre-con. to construction • Groundworks • Foundations • External Walls • Roofs 	<p>Unit 1</p> <p>Constructing a low rise house 2:</p> <ul style="list-style-type: none"> • Floors • Internal Walls • Embodied energy • Loads, strength & stability • Materials grading • Resistance <p>Unit 1</p> <p>Constructing a low rise house 3:</p> <ul style="list-style-type: none"> • Sustainable materials • Wall openings • Finishes • REVISION • <p>FINAL MOCKS</p>	<p>Unit 3</p> <p>Construction Design:</p> <ul style="list-style-type: none"> • Sectors of Construction Industry in the UK • Contribution of Construction Industry to the UK • Client Brief • Concept Ideas; elevations, floor plans & point perspectives • Reviewing against the CB <p>Unit 2</p> <p>Maths and Science in Civil Engineering & Construction:</p> <ul style="list-style-type: none"> • Load, Stress and Strain • Materials in Construction • Area, volume, perimeters in construction projects <p>Trigonometry and Pythagoras Theorem</p>
<h2>Art & Design</h2>	<p>Portrait Students create work using a variety of materials and techniques and other artists work as inspiration. Self-portrait and other portrait resources are used as a theme to produce a wide variety of work and final outcomes on the theme of portrait</p>		

Curriculum Overview –Year 10

Computer Science	<p>Revision and practise of Units 2.2 and 2.3</p> <p>Programming project</p> <p>Smart Revise to recall all previous topics in class, majority use at home</p>	<p>Unit 1.1 - System architecture</p> <p>Unit 1.2 Memory and Storage</p> <p>End of Term assessment on all previous topics</p> <p>Smart Revise to recall all previous topics in class, majority use at home</p>	<p>Unit 1.3 Communication and Networks</p> <p>End of Term assessment on all previous topics</p> <p>Smart Revise to recall all previous topics in class, majority use at home</p>
Computer Science OCR iMedia	<p>Formal assessment of R082 25% course</p>	<p>Complete R082 and begin R085</p>	<p>Formal Assessment of R085 25% of course</p>
Design & Technology	<p><u>Theory</u></p> <p>Unit 6</p> <p>Designing Principles;</p> <ul style="list-style-type: none"> • Investigate Primary and Secondary Data • Design Strategies • Communicating Design Ideas • The Work of Others <p><u>Practical</u></p> <p>Drawing Techniques;</p> <ul style="list-style-type: none"> • Point Perspective • Oblique • Isometric <p>Orthographic</p>	<p>REVIEW</p> <ul style="list-style-type: none"> • Unit 1 – New and Emerging Technologies <p>Unit 2 – Energy, Materials and Systems</p> <p>Making</p> <p>REVIEW</p> <ul style="list-style-type: none"> • Unit 3 – Materials • Unit 4 – Specialist Technical Principles <p>Unit 5 – Timber Based Materials</p> <p>Making</p>	<p>REVIEW</p> <ul style="list-style-type: none"> • Unit 6 – Design Principles • <p>Unit 7 – Making Principles</p> <p>Evaluation</p> <p>Exam Preparation</p> <p>Mock Exam</p> <p>Start of Year 11 NON EXAMINATION ASSESSMENT - NEA (Released 1st June)</p> <p>Section A</p> <p>Identifying and Investigating Design Possibilities</p>

<p style="text-align: center;">Design & Technology</p>	<p>Theory Unit 7</p> <p>Making Principles;</p> <ul style="list-style-type: none"> • Selection of Materials and Components • Material Management • Surface Treatments and Finishes • Tolerances <p>Specialist Tools, Equipment and Processes</p> <p>Practical</p> <p>NEA (COURSEWORK) PRACTICE</p> <p>Research Section</p> <p>Designing and Developing</p>		<p>Section B</p> <p>Producing a Design Brief and Specification</p>
<p style="text-align: center;">Drama</p>	<p>Devising from Stimulus (The Aberfan Disaster)</p> <p>Scripted unit – Two by Jim Cartwright</p>	<p>Blood Brothers</p>	<p>The Practitioners</p> <p>Devising Preparation/ Live theatre review</p>
<p style="text-align: center;">English</p>	<p>SOW: A Christmas Carol (Lit 19th Century Novel)</p> <p>Students to study the novel as a whole with a focus on characters and themes, and how the writer uses methods to communicate these ideas. The students should also be able to comment on the big ideas the writer wants to communicate,</p>	<p>SOW: Romeo & Juliet (Lit Shakespeare)</p> <p>Students to study the play, Romeo & Juliet. They will study the lead characters in depth as they study the play as a whole, including the motifs of language as their relationship develops, and the socio-historical context in terms of gender roles within a patriarchal society. Furthermore students will study the dramatic structure of the</p>	<p>SOW: An Inspector Calls (Lit Modern Text)</p> <p>Students to revise the play with a focus on characters and themes</p> <p>Feedback Point: Respond to a GCSE Literature question</p>

<p style="text-align: center;">English</p>	<p>based on the context the novel is written in. Feedback Point: Respond to the presentation of The Cratchits in depth</p> <p>Assessment against target band Autumn 1 GCSE Literature question in response to the theme of poverty</p> <p>SOW: Language Paper 2 Students to study the skills for Language Paper 2, using the themes in 'A Christmas Carol. The work on 'Street Trash' and another article about homelessness links well</p> <p>Feedback Point: Respond to the reading section for the paper</p> <p>Assessment against target band Autumn 2 Students to respond to Language Paper 2 more independently</p>	<p>play, and the intrusion of violence and conflict in Shakespeare's great love story.</p> <p>Feedback Point: Write about the developing relationship between Romeo and Juliet (theme)</p> <p>Feedback Point: Write about Juliet's character development (character)</p> <p>Assessment against target band Spring GCSE style Literature question, using an extract.</p> <p>SOW: Writing using Literature texts Students to start studying a range of literature and using the content to write their own fiction pieces</p> <p>Feedback Point: Study the poem 'Remains' and write a monologue from the soldier's point of view</p>	<p>SOW: Poetry Conflict (Lit Poetry) Students will have studied each poem every fortnight with a 'Let's Think' approach and homework for a creative writing piece based on the poems. Students will then need to revise the poems and write a comparison piece</p> <p>Feedback Point: Respond to a GCSE Literature question</p> <p>SOW: Unseen Poetry Students to complete a scheme asking them to respond to poetry they have not previously studied, as well as being able to compare two poems they have not previously seen.</p> <p>Assessment against target band Summer Mock Exams – all papers</p> <p>SOW: Spoken Language (Language) Students to complete their spoken pieces to camera.</p>
<p style="text-align: center;">Food Preparation & Nutrition</p>	<p>Food provenance Visit to a local farm</p> <p>Practical: -</p> <ol style="list-style-type: none"> 1. Fish fingers 2. Plan and present seasonal dish <p>Food Safety Type of food poisoning</p>	<p>Food commodities</p> <ul style="list-style-type: none"> - Eggs - Flour - Grains - Cheese <p>Practical: -</p> <ol style="list-style-type: none"> 1. Mayonnaise 2. NEA1 gluten experiment 3. Pasta making 4. Cereal bars 	<p>Food commodities</p> <ul style="list-style-type: none"> - Pasta - Rice and pulses - Vegetables - Potatoes - Sauces <p>Practical: -</p> <ol style="list-style-type: none"> 1. Ravioli 2. Stir fry 3. Dauphinoise potatoes 4. Coulis

Curriculum Overview –Year 10

Food Preparation & Nutrition	Food commodities - bread dough - cakes and sponges Practical: - 1. Bread 2. NEA1 yeast experiment 3. Swiss roll development 4. Flapjacks		Food commodities - Types pf meat - Poultry - Meat substitutes - Fish - Milk, cream and butter Practical: - 1. Beef en crouete 2. Chicken pie 3. Quorn lasagne 4. Fish goujons 5. Lemon flan		NEA2 Plan, prepare and cook 2 dishes. Develop understanding of: - 1. Time plans 2. Research 3. Evaluations 4. Costings 5. Sensory analysis Nutritional comparisons	
	Geography	Physical Geography Weather Hazards & Climate Change		Human Geography Global Development		Physical Geography Ecosystems, Biodiversity & Management
History		Early Elizabethan England, 1558 – 1588		Weimar and Nazi Germany, 1918 -1939		Weimar and Nazi Germany, 1918 – 1939 The Cold War, 1941 – 1991
	Maths	Years 9, 10 and 11 Topics are taught in this order over a period of 2 ½ years, leaving time to revisit topics before the GCSE				
Foundation <ul style="list-style-type: none"> • Integers and place value • Decimals • Algebra – the basics • Statistics • Averages • Angles/Lines of Symmetry • Polygons and parallel lines • Indices, powers and roots • Factors, multiples and primes 		Foundation cont'd <ul style="list-style-type: none"> • Plotting straight line graphs • Plans, elevations, nets and surface areas • Volume • Probability 1 • Probability 2 with Venn diagrams (not including tree diagrams) • Inequalities • Proportion • Interior and exterior angles • Bearings 		Higher <ul style="list-style-type: none"> • Factor, multiples, primes, indices – use of calculator • Algebraic expressions and manipulation • Averages, range, quartiles and IQR • Angles • Decimals and Rounding • Fractions • Sequences • Linear Graphs 		Higher cont'd <ul style="list-style-type: none"> • Harder sequences • Venn diagrams • Harder area, perimeter, surface area and volume • Solving quadratic equations • Similarity and congruence • Compound measures / Real-life graphs • Drawing graphs: quadratic, cubic, reciprocal, circles • Circle Theorems

Curriculum Overview –Year 10

<p style="text-align: center; font-size: 2em; font-weight: bold;">Maths</p>	<u>Foundation</u>	<u>Foundation cont'd</u>	<u>Higher</u>	<u>Higher cont'd</u>
	<ul style="list-style-type: none"> • Equations • Tables • Averages from charts and graphs • Perimeter and area (not surface area) • Fractions • Ratio • Expand and factorise single brackets • Translation (not describe) • Rotation (not describe) • Reflection (not describe) • Enlargement (not describe) • Fractions, decimals and percentages • Percentages (not increase/decrease, interest, VAT, no multiplier) • Pie charts • Scatter diagrams • Expressions and substitution (no deriving of formula) • Sequences – not quadratic, not geometric 	<ul style="list-style-type: none"> • Construction • Loci • Averages from frequency tables • Indices and standard form • Fractions and reciprocals • Real life graphs • Compound measures/rates of change • $y=mX+c$ • Describing translations • Describing rotations • Describing reflections • Describing enlargements • Percentages 2 (increase/decrease, multiplier, tax) • Pythagoras • Circles, cylinders, cones and spheres • Simultaneous equations • Probability trees • Quadratic sequences • Quadratic equations, expanding and factorising • Quadratic, cubic and reciprocal graphs • Right angled trigonometry • Rearranging formula • Similarity and congruence • Vectors 	<ul style="list-style-type: none"> • Collecting data / representing and interpreting data – easier charts and graphs • Sampling • Area, perimeter, surface area and volume • Percentages • Solving linear equations / Changing the subject of a formula / Using formulas • Pythagoras Theorem • Ratio and proportion • Standard form • Fractional and negative indices • Transformations • Solving linear simultaneous equations • Probability • Surds • Pythagoras' Theorem / Right-angled trigonometry • Linear inequalities • Cumulative Frequency / Box Plots • Constructions / Loci/ Bearings • Bounds 	<ul style="list-style-type: none"> • Vectors • Director and Inverse Proportion • Non Right Angled Trigonometry • Parallel and Perpendicular Lines • Histograms • Algebraic Fractions • Use function notation • Exponential Graphs • Simultaneous Equations using Quadratics • Transformations of Graphs – incl Trig Curves Iteration • Area under the Graph + Gradients of Graph • Proof • Graphing inequalities and solving quadratic inequalities • Equations and Tangents

Curriculum Overview –Year 10

Modern Foreign Languages	Life at school and college Travel and tourism	Post 16 education Social issues (1) Health / unhealthy eating	Marriage and partnership Technology Social Media
Music	Live on Stage	Live Music Performance 202ta Controlled Assessment	Musical knowledge
Photography	Portrait Students create portrait photographs using a variety of skills and techniques learnt in year 9. The work of other photographers is researched and used as inspiration for their own images. Students will use lighting in various set ups to create a range of effects, and various themes will be adopted such as the use of hands and props in their portraits. Photographs will also be enhanced using post production editing.	Landscape Students create a variety of landscape themed photographs using a range of different skills and techniques learnt in year 9. The work of other photographers is researched and used as inspiration for their own images. Cityscapes, skyscapes and	Patterns Patterns Repetition is the focus and looking for beauty in close ups. Students use macro photography to capture small details in objects and enhance them using post production editing. The work of other photographers is researched and used as inspiration for their own images. Students will also learn darkroom techniques in the production of pattern themed photograms.
Physical Education	Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Autumn Term 1</u> Football Badminton Netball <u>Autumn Term 2</u> Basketball Hockey Dance	Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Spring Term 1</u> OAA Off Site Provision Football Aerobics <u>Spring Term 2</u> Gymnastics / Offsite provision Footgolf / Frisbee golf Table tennis / tennis	Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Summer Term 1</u> Spikeball / Volleyball Tag sports Fitness <u>Summer Term 2</u> Athletics Athletics Athletics

<p style="text-align: center;">Physical Education BTEC Sport</p>	<p><u>Unit 1 – Fitness for Sport and Exercise</u></p> <p>A1 – Components of Physical Related Fitness A2 – Components of Skill Related Fitness A3 – Why fitness components are important for successful participation. A4 – Exercise Intensity, Training Zones and Borg Scale. A5 – The basic principles of training. A6 – Additional Principles of Training B1 – Requirements for each of the fitness training methods. B2 – Additional requirements for each of the fitness training methods. B3 – Flexibility training, Static, Ballistic and Proprioceptive Neuromuscular Facilitation. Strength, Muscular Endurance and Power Training. Aerobic Endurance Training, Speed Training. C1 – Fitness test methods for components of fitness. C2 – Importance of fitness testing for sports performance. C3 – Requirements for administration of each test. C4 – interpretation of fitness Test data.</p>	<p><u>Unit 2 – Practical Sports Performance.</u></p> <p>LAA – Understand the Rules, Regulations and Scoring Systems for selected sports. LAB – Practically Demonstrate skills, technique and tactics in selected sports.</p>	<p><u>Unit 2 – Practical Sports Performance.</u></p> <p>LAA – Understand the Rules, Regulations and Scoring Systems for selected sports. LAB – Practically Demonstrate skills, technique and tactics in selected sports. LAC – Be able to review sports performance.</p> <p><u>Unit 3 – Applying the Principles of Personal Training</u></p> <p>LAA - Design a personal fitness training programme.</p>
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Curriculum Overview –Year 10

<h3>Religious Education</h3>	<p><u>The Ideal World</u></p> <p><u>Unit: Crime and Punishment</u></p> <ul style="list-style-type: none"> -Theories of punishment -justice -capital punishment -responsibility -policing <p><u>Main feedback:</u></p> <ul style="list-style-type: none"> -capital punishment essay -Birth of Khalsa lesson 	<p><u>The Ideal World</u></p> <p><u>Unit: Guiding Values</u></p> <ul style="list-style-type: none"> -Laws -Responses to terrorism -The White Helmets -Responses to refugees -Animal rights <p><u>Main feedback:</u></p> <ul style="list-style-type: none"> -Values to live by speech 	<p><u>The Ideal World</u></p> <p><u>Rights Campaigners</u></p> <ul style="list-style-type: none"> -Dalai Lama -Harriet Tubman -Gandhi -Bryan Stevenson <p><u>Main feedback:</u></p> <ul style="list-style-type: none"> -Explain the significance of a campaigner
<h3>Science</h3>	<p><u>Biology</u></p> <p>B1² Cell Biology</p> <p>B2² Organisation</p> <p><u>Chemistry</u></p> <p>C1² Atomic Structure (Pe Phyriodic Table)</p> <p>C2² Bonding, Structure and Properties</p> <p><u>Physics</u></p> <p>P1² Energy</p>	<p><u>Biology</u></p> <p>B3² Infection & Response</p> <p>B4² Bioenergetics</p> <p><u>Chemistry</u></p> <p>C3² Quantitative Chemistry</p> <p>C4² Chemical Changes</p> <p><u>Physics</u></p> <p>P2² Electricity</p> <p>P3² Matter</p>	<p><u>Biology</u></p> <p>B5² Homeostasis & Response</p> <p><u>Chemistry</u></p> <p>C5² Energy Changes</p> <p>C6² Rate and Extent of Chemical Change</p> <p><u>Physics</u></p> <p>P4² Atomic Structure</p> <p>P5² Forces</p>

EXPERIENCE DAYS

	Day 1	Day 2	Day 3	Day 4	Day 5
YEAR 10	Election project part 1.	Election project part 2	Post-16 pathways	Deciding plans for leaving school	Trip to university
	The decision to have children (including LGBT, adoption, abortion) Range of options when pregnant	Illegal drugs, impact on individuals	Domestic abuse 1 - Coercive control as focus	Illegal drugs, impact on wider society	
	Drink driving Signpost quitting smoking reminders	What is love? What is a good relationship? Building a good relationship	Apprenticeships SUN network session	Domestic abuse part 2 Completing session from last time	