

YEAR 10 CURRICULUM

Subject	Topic Focus	Skills Focus
English	Literature paper two: Modern texts and Poetry. Modern text study: <b>Lord of the Flies</b>	Students will read and explore the novel: Lord of the Flies. Students need to understand and analyse the language, structure, form and context of the text in preparation for their GCSE literature paper. Students will complete a mock assessment in class where they will have the choice of two questions and respond to one. This is a closed book assessment; students could be asked a question on a theme or symbol from the novel, a character or the setting.
	Literature paper two: Modern texts and Poetry. Poetry study: <b>Power and Conflict</b>	Students will read and explore 15 poems from the AQA 'Power and Conflict' cluster of the anthology. They will explore the language, structure and form of the poems alongside elements of the context. In the exam students are presented with one of the poems and they will be asked to compare it one other. It is also a closed book exam, students have access to only one of the poems they need to write on. Mock assessments will be carried out in class. Students will also study a range of unseen poetry.
	Literature paper one: Shakespeare and the 19 <sup>th</sup> Century novel. Prose study: <b>The Strange Case of Doctor Jekyll and Mr Hyde</b>	Students will read and explore the novel: The Strange Case of Doctor Jekyll and Mr Hyde . Students need to understand and analyse the language, structure, form and context of the text in preparation for their GCSE literature paper. Students will complete a mock assessment in class where they will be presented with an extract from the novella and they will be required to offer close analysis of the extract while showing their knowledge and understanding of the wider text.
	Literature paper one: Shakespeare and the 19 <sup>th</sup> Century novel. Shakespeare study: <b>The Merchant of Venice</b>	Students will read and explore the play: The Merchant of Venice. Students need to understand and analyse the language, structure, form and context of the text in preparation for their GCSE literature paper. Students will complete a mock assessment in class where they will be presented with an extract from the play and they will be required to offer close analysis of the extract while showing their knowledge and understanding of the wider text.
	<b>Year 10 Exam</b>	Literature paper two: Modern texts and Poetry. Lord of the Flies Power and Conflict poetry
English	Language Paper One	Understanding and analysing a range of fiction extracts. Understanding how to write effective narratives and descriptions.
	Poetry / Language Paper 2	Develop the skills of analysing unseen poetry. To understand and analyse the language, structure, form and context of poems from the anthology. To be able to read and analyse a range of non-fiction extracts.
	Language Paper 2 / Speaking and Listening	To be able to read and analyse a range of non-fiction extracts. To develop writing skills with a focus on writing for a particular viewpoint. Be able to adapt speech to suit different audiences and situations and develop listening skills through effective group work and questioning.
	19th Century Novel:	Read and understand the novel with a focus on skills of close analysis of key themes,

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	Jekyll and Hyde	characters, settings and events as well as a consideration of the significance of context.
Maths	Algebra	Revision of basic algebra – simplification, substitution into formulae Sequences and nth terms Co-ordinate graphs – linear, quadratic, others. Graphs in context Equations and inequalities Laws of indices
	Number	Number skills and properties Fractions, decimals and percentages Surds, Indices, Standard form Number Properties Rounding, estimation
	Geometry and Measure	Angles and Bearings Pythagoras Trigonometry Circle Theorems; other angle rules Area and volume Units of measurement Congruency and similarity; transformations Loci and constructions
	Probability	Calculating probability Experimental probability and relative frequency Multiple event probability Venn diagrams and probability trees
	Ratio, Proportion and rates of change	Calculation using ratios Proportional division Compound measures Direct and inverse proportion
	Statistics	Statistical diagrams – how to present data Averages Collection and interpretation of data

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Combined Science	Biology	<p>Natural selection and genetics</p> <ul style="list-style-type: none"> <li>• Ecosystems and material cycles</li> <li>• Health and development in medicines</li> <li>• Cells, plant structure and ecosystems</li> </ul>
	Chemistry	<p>The periodic table</p> <ul style="list-style-type: none"> <li>• Separating and purifying substances</li> <li>• Energy and chemical reactions</li> <li>• Earth and atmospheric science Describe density using the particle model</li> </ul>
	Physics	<p>Motion, forces and energy</p> <ul style="list-style-type: none"> <li>• Light and the electromagnetic spectrum</li> <li>• Astronomy</li> <li>• Electricity and circuits</li> </ul>
Triple Science	<p>Each course explores each scientific discipline in greater depth than Combined Science and offers more advanced preparation for the study of Science at A-Level.</p>	<p>Biology</p> <ul style="list-style-type: none"> <li>• Genetics</li> <li>• Natural selection and modification</li> <li>• Health, disease and development in medicines</li> <li>• Ecosystems and material cycles</li> <li>• Animal coordination, control and homeostasis</li> <li>• Plant structures and their functions</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Reactions and equilibria</li> <li>• Quantitative analysis</li> <li>• Dynamic equilibria and calculations involving volumes of gases</li> <li>• Energy and chemical reactions</li> <li>• Qualitative analysis</li> </ul> <p>Physics</p> <ul style="list-style-type: none"> <li>• Motion, forces and conservation of energy</li> <li>• Light and the electromagnetic spectrum</li> <li>• Astronomy</li> <li>• Forces and their effects</li> </ul>

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Art & Design & Digital Art	Art - Traditional Skills	Painting in acrylic, water colour, drawing, sculpture in clay, wire and mod roc plaster, Various printing techniques and photography
	Digital Art	Making Art using Computer Software and lens based media. Develop photography skills to generate ideas, Adobe Photoshop Animations and other moving pieces of Art work with software such as Adobe Flash.
Beauty	Award in an Introduction to the Hair and Beauty Sector'	Unit UV30330 - Introduction to the hair and beauty sector Unit UV30331 - Presenting a professional image in the salon Unit UV10416 – Provide a Basic Manicure Treatment
	Certificate in an Introduction to the Hair and Beauty Sector	Unit UV10417 – Provide Basic Pedicure Treatment Unit UV30333 - Nail Art application
	Diploma in an Introduction to the Hair and Beauty Sector' - a further seven units are studied:	Unit UV30335 - Skincare Unit UV30339 - Make up application Unit UV20400 - Head Massage Unit UV10481 - Salon Reception Duties Unit UV10482 - Create Retail Displays Unit UV10478 –Working with others in the Hair & Beauty Sector Unit UV10477 - Health & Safety in the Salon
Business Studies	<p><b>Theme 2</b>            Topic 2.1 – Growing the business            Topic 2.2 – Making marketing decisions            Topic 2.3 – Making operational decisions            Topic 2.4 – Making financial decisions            Topic 2.5 – Making human resource decisions</p>	<p><b>Key information and assessment skills</b>            The new GCSE Edexcel Business 9-1 Course officially starts this academic year (2017) following a few changes made to the content students study. At the Chalfonts Community College we now study GCSEs from Year 9, this means Year 10 have had a head start (last academic year) on the content. The main difference to this new specification is the removal of Controlled Assessment and the focus of assessing students solely on examinations. The specification is broken into two elements; Theme 1 (content studied in Year 9 and Theme 2 (content studied in Year 10). The main focus in Year 11 will be revision and going over concepts that students have particularly struggled with in both themes and really consolidating their knowledge. We will also be paying particular attention to exam technique and ensuring students have got to grips with the correct style of answering questions.            There will be frequent assessments on the three types of exam skills and checking knowledge and understanding of key concepts.</p>
Citizenship	Theme 1 British Values	What is the UK's role in key international organisations?

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	Rights and Responsibilities	<p>This unit explores the laws a society requires and why</p> <p>3.3.2 What are a citizen's rights and responsibilities within the legal system?</p> <p>3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p> <p>Students will be assessed throughout using examination style questions especially source based and extended writing tasks</p>
	Politics and Participation	<p>In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.</p> <p>3.4.1 Where does political power reside in the UK and how is it controlled?</p> <p>3.4.2 What are the powers of local and devolved government and how can citizens participate?</p>
Computing	Using App Inventor A452 Practical Investigation Exam Board OCR	Planning and creating an App using App Inventor, flow charts, data types
	Controlled Assessment: A452 Practical Investigation Exam Board OCR	Creating an App using App Inventor, testing the App and evaluating the App
Dance	Unit 1: Performance and Choreography	<p>Set phrases through a solo performance (approximately one minute in duration)</p> <p>Duet/trio performance (three and a half minutes in duration)</p> <p>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)</p>
	Unit 2: Dance Appreciation	<p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of their own work</p> <p>Critical appreciation of professional works.</p>
Drama	Unit 1: Devising	<p>Create and develop a devised piece from stimulus (free choice for centre).</p> <p>Performance of this devised piece or design realisation for this performance.</p>

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		Analyse and evaluate the devising process and performance. Performer or designer routes available.
	Unit 2: Performance from Text	Perform in and/or design for two key extracts from a selected performance text.
	Unit 3: Theatre Makers in Practice	Practical exploration and study of one complete performance text from a choice of eight. Live theatre evaluation – free choice of production.
Engineering	Engineering techniques - A	Test pieces-1,2,3 Basic drawing/hand tools
	Engineering techniques - B	Advanced drawing-CAD intro-2D, 3D
	Project 1 and assessment	Motor bracket car-CAD 3D-print bracket & hand manufacture
	Engineering environment Awareness i WITH Fitting and assembly	Instrument panel
	Engineering environment Awareness i WITH Fitting and assembly	Instrument panel
	Engineering environment awareness ii	Work Experience related-company product
Food Technology	Labelling, packaging, Carbohydrates, fats, proteins	
	Practice project 1	Market research, Designing, practical work
	Food processes – Scale of production, quality control, domestic and Industrial equipment, Food contamination and bacteria, standard components	How the use of certain pieces of equipment can ensure the consistent production of high quality foods, Differences and requirements of large scale production
	Social issues, environmental and ethical issues, nutrition	Functional properties of food, nutritional properties of food, combining ingredients
	Controlled Assessment	Designing and making
French	Le cinema	To explore the topic of cinema/ To study a film in French/ to complete a film review
	My town/local area	To learn about the topic of town/ to advertise about my local area

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<p>Geography</p>	<p><b>Topic 1a: Hazardous Earth</b>            Topic 1a: Hazardous Earth            Enquiry Question 1: Why does the physical landscape of the UK vary from place to place?</p>	<p>To know and understand the global atmospheric circulation.            To have an awareness of how air moves around the world to create three distinctive atmospheric cells.            To understand the natural causes of climate change.            To recognise the types of evidence to support natural causes of climate change.            To outline how human activities contribute towards global warming.            To understand how the human contribution to global warming can have wider consequences.            To recognise the range of projections for global temperature change and sea level rise in the future.</p>
	<p><b>Topic 1b: Hazardous Earth</b>            Enquiry question 2: How are extreme weather events increasingly hazardous for people?</p>	<p>To know the characteristics and seasonal global distribution of tropical cyclones.            To understand the reasons for global variations in the intensity of tropical cyclones.            Tropical cyclones present major natural hazards to people and places.            The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them.            To understand the impact of tropical cyclones on people and the environment in a developed country.            To recognise why the impacts of tropical cyclones tend to be less severe in developed countries.            Tropical cyclones present major natural hazards to people and places.            The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them.            To understand the impact of tropical cyclones on people and the environment in a developing country.            To recognise why the impacts of tropical cyclones tend to be more severe in developing countries.</p>
	<p><b>Topic 1c: Hazardous Earth</b>            Enquiry question 3: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p>	<p>To know the layers of the Earth.            To understand how the Earth's internal heat source causes plate movement.            To know the distribution and characteristic features of plate boundaries.            To understand the how the interaction of processes cause hazardous events at plate boundaries.            To know the differences in the characteristic features of composite and shield volcanoes.            To understand the primary and secondary impacts of an earthquake event in a developed country.            To recognise the strategies governments use to manage an earthquake event in a developed country.            To understand the primary and secondary impacts of an earthquake event in a developed country.</p>

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		To recognise the strategies governments use to manage an earthquake event in a developed country.
History	<p><b>Edexcel Paper 2 Period Study and British depth study.</b>            Section A: The American West            Section B: Anglo-Saxons and Normans.1060-88</p>	<p><b>Paper 2: Exam is worth 40% of total mark.</b></p> <p>AO1 : Demonstrate knowledge and understanding of the key features and characteristics of the period studied. (20%)            AO2 : Explain and analyse historical events and periods studied using second order concepts such as causation, consequence, similarity, difference, change, continuity and significance (20%)</p>
	<p><b>Edexcel Paper 1: Historic environment and thematic study</b>             Section A; historic environment: Whitechapel 1870-1900            Section B : Thematic Study : Crime and Punishment 1000- present day</p>	<p><b>Paper 1: Exam is worth 30% of total mark.</b></p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. (11.25%)            AO2 : Explain and analyse historical events and periods studied using second order concepts such as causation, consequence, similarity, difference, change, continuity and significance (11.25%)            AO3 : Analyse, evaluate and use sources ( contemporary to the period) to make sustained judgements, in the context of historical events studied.(7.5%).</p>
ICT	Controlled Assessment: Unit 2 Applying ICT (20 hours) Exam Board AQA	Designing a logo in Adobe Photoshop, system lifecycle, setting up a Database, data types, queries, wizards, reports, forms, testing a data base and evaluating others' use of ICT
	Controlled Assessment: Unit 2 Applying ICT (20 hours)Exam Board AQA	Designing a logo in Adobe Photoshop, system lifecycle, setting up a Database, data types, queries, wizards, reports, forms, testing a data base and evaluating others' use of ICT
Law	The English Legal System: Courts and Processes	
	The English Legal System: The Magistrates courts	An outline understanding of the following: negotiation; sources of legal advice and funding a civil claim, i.e. Legal Help, Citizens Advice Bureaux, private finance, Civil Legal Representation, insurance, conditional fees, bringing a civil claim for damages. The trial: An understanding of the difference between a Small Claims and a Fast Track hearing in the County Court.Post-trial: An outline understanding of the following: civil remedies (damages and injunctions); appeals



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	The English Legal System: The County Courts	An understanding of the following: qualification and selection; disqualification, discharge and deferral; the role of juries in criminal and civil cases
Media	B321 – Individual Portfolio	Understanding of Soap Operas & Stereotypes. Develop skills in analysing a magazine article looking at language, layout & design. Advance technical skills within Photoshop
	B321 Continued	Continue to develop own media using skills in planning, construction and evaluation.
	Mock Preparation	Analyse & respond to an unseen media. (Print) Answer questions on audience & institution based on the study of Television/Radio Comedy.
	B324 – Production Portfolio	Introduction to final coursework unit. Research, plan, create & evaluate own media based on a set brief.
Music	Performing	One solo and one ensemble performance exam 9 <sup>th</sup> -11 <sup>th</sup> June worth 30% of GCSE
	Composing	Composition 1 to be completed by July 7 <sup>th</sup> worth 15% of GCSE
	Appraising	Listening exam comprising rock and roll, rock anthems, pop ballads and solo artists Rhythms of the world including African drumming, bhangra and classical Indian ,Samba, Calypso and Greek music.
PE - BTEC Sport	Unit 1: Fitness for Sport and Exercise	Once this is completed year 10 students will begin to start a new unit within the course. This will be looking at fitness for Sport and Exercise. This unit will be mainly based in a classroom building up towards a final exam relating to components of fitness and the principles of training, different fitness training methods and fitness tests that can determine relevant fitness levels. This unit will also require some practical elements for students to carry out the areas being taught in the classroom. When class teachers feel students are ready for the exam the students will sit the exam with a view to this being completed by Christmas.
	Unit 6: Leading Sports Activities	<i>Learning aim A: Know the attributes associated with successful sports leadership</i> When all students have completed the exam they will begin the next unit of leading sports activities. This unit looks at sporting examples of sports leaders, coaches and managers and the skills that make them unique and successful. Students will have to identify these skills and explain how they support the specific sports leader. This will be assessed with a presentation on how certain skills are used within successful sports leadership.  <i>Learning aim B: Undertake the planning and leading of sports activities</i>

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		<p><i>Learning aim C: Review the planning and leading of sports activities</i></p> <p>The next assignment in the unit is for students to plan, lead and evaluate two selected sports activities. Students will get the opportunity to choose a sport of their choice and lead two practical training sessions to work on a selected skill. Once this is completed they will be asked to evaluate what was successful and what they might improve on if they were to carry this out again.</p>
Religious Studies	B: Religion and life	<p><b><u>The role of the church in the local and worldwide community</u></b></p> <ul style="list-style-type: none"> <li>• The role of the Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church growth.</li> <li>• The importance of the worldwide Church including:</li> <li>• working for reconciliation</li> <li>• how Christian churches respond to persecution</li> <li>• the work of <b>one</b> of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul>
	D: Religion, peace and conflict	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> <li>• Abortion.</li> <li>• Euthanasia.</li> <li>• Animal experimentation.</li> </ul> <p>The origins and value of the universe The origins and value of human life</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> <li>• Violence.</li> <li>• Weapons of mass destruction.</li> <li>• Pacifism.</li> </ul>

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	E: Religion, crime and punishment	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>• Corporal punishment.</li> <li>• Death penalty.</li> <li>• Forgiveness.</li> </ul>
Resistant Materials	Skills based tasks	Students learn about materials and produce a selection of wood working joints.
	Putting the skills into practice	Students produce a wooden toy train and an acrylic Memphis style clock. The students learn about adhesives, design styles and finishes.
	Coursework: Research	Students start the coursework element of the course looking first at the research pages involved in making a classic game.
	Coursework: Research	Students are continuing with the research section ending with a specification on points that the product must adhere to
Textiles	Materials and Components	Subject knowledge on fibre characteristics and properties, fabric construction, fabric finishes, industrial to fabric choice, labelling of fabrics, new technological developments in fibres and fabrics and components for fabrics.
	Design and Market Influences.	The influence of social, cultural and moral factors. Health and safety, the environment and ethical trading.
	Design and Make Practice	Making techniques that include printing, stitching and decorating. Manipulation and folding fabrics and the design process.