Curriculum Map – Year 10

Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is Respiration? How are the 2 types different?	What are diseases and Pathogens? How do pathogens effect the body?	Preventing and Treating Diseases- How do we develop medicines to fight diseases?	Non Communicable Diseases- How can lifestyle factors effect disease?	Nervous System- How do we process information from our environment and avoid pain?	Hormonal System. How do hormones effect our body? How do hormones control the body#?
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of two key biochemical processes, explaining word equations and how these processes can be manipulated to ensure maximum output or not.	Students will learn how health and disease effects the human body and how we can prevent infection. We focus in on key pathogens such as bacteria, viruses and fungi and how our body and modern medicine can combat these.	Following on from the health and disease topic in the last term, students will look at modern medicine and how it helps us to prevent and treat diseases in detail. • Students will learn about the vaccination process, antibiotics versus painkillers, discovering and developing drugs. • Students will learn about the relatively new technology around monoclonal antibodies and how these can be used to	Students will learn about diseases that cannot be transmitted through pathogens, known as non-communicable diseases. The students will learn about cancer but will also investigate smoking, diet and alcohol and how these impact on lifestyle and health.	• Students will learn about the process of regulating the internal human environment, known as homeostasis. • They will look into the nervous system and how our body performs reflex actions in specific events. • They will link this topic into the brain and eye and how we can study these to predict and cure certain diseases.	• Students will learn about homeostasis in more detail and how we control hormones and blood glucose levels. • They will look at when this goes wrong with diabetes and how to treat it. • Following on from this, students will learn about human reproduction and the hormones involved, as well as what is needed to help with infertility. • Students will learn that plants also are controlled by

Curriculum Map – Year 10

			treat diseases such as cancer.			hormones and various environmental responses and we look at this in more detail to show how farmers and the home gardener can use this to their advantage.
Skills (incl. links to prior and future learning)	Basic Bioenergetics covered in Yr 7 and 8, this is further developed in A levels	Basic Immunity covered in Yr 7 and 8, this is further developed in A levels		Year 8 Looks at Drugs, Smoking and Alcohol	The eye is covered in Year 7. • • Specialised Cells - nerve cells, covered in Year 7.	Year 8 looks at the different diseases and disorders that effect the body that can include diabetes.
Assessment Focus	B4 Bioenergetics Test	Immunity Assessment – 2 SIRs		Whole Immunity Assessments	B10 Nervous System	B11 Hormones an Nerves Assessment
Cross-curricular links	PE- Respiration and how body deals with exercise.	• PSCHE - Relationships, Sex and Contraception • Food and Nutrition - Lifestyle and Diet		• PE - Health and Exercise • Food and Nutrition - Healthy Eating • Geography - Access to Resources	PE - Nervous System and Hand Eye Coordination •Physics - Eye Light and Refraction/ Lenses • Photography - Light and Eye • Medical Physics A-Level - Brain PET Scanners	Health & Social Care - Fertility • PSCHE - Health & Drugs and Sex Education • Philosophy & Ethics - Ethics of Birth Control
Reading Opportunities	Breath- The power and fragility of human lungs	Vaccine Race		-Think like a pancreas -Be Heart Smart.	Rob Burrows- MND and Me Doddie Weir- MND	My Hormones and Me Our Hormones Our Health.

Curriculum Map – Year 10

Careers (enrichment opportunities and futures)	Exercise Physiologists Sport Nutritionist.	Doctor Vet Nurse	Cardiologist Dietician	Neurologists Physiotherapists	Endocrinologist

Curriculum Map – Year 10

Business Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and key questions	Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions. The subject content has been organised into themes according to business contexts to ensure a holistic approach is adopted throughout the course of study. This develops students' understanding of the interdependent nature of business activity, business operations, finance, marketing and human resources as well as external influences within a business context. It also supports students in applying their knowledge and understanding of how these interdependencies underpin business decision making. Both themes in the subject content represent this holistic approach through the application to different business contexts. This approach allows students to draw on knowledge and understanding from across their course of study as appropriate in any question on either paper. It also provides the basis for contextualised responses which is a key business skill.					
Focus	Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.	Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition	Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.	Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan	Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.	Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	Introduction to the marketing mix – Mini Project linked to Apple. 1.1.1. The dynamic nature of business 1.1.2 Risk & reward 1.1.3 The role of business enterprise	1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market segmentation 1.2.4 The competitive environment	1.3.1 Business aims and objectives 1.3.2 Business revenues, costs & profits 1.3.3 Cash and cash flow 1.3.4 Sources of business finance	1.4.1 The options for start-up & small businesses 1.4.2 Business location 1.4.3 The marketing mix 1.4.4 Business plans	1.5.1 Business stakeholders 1.5.2 Technology & business. 1.5.3 Legislation & business 1.5.4 The economy & business 1.5.5 External influences	Begin Theme 2 2.1.1 Business growth 2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business Prior knowledge and links to Theme 1: 1.3.1 – business aims & objectives 1.3.2 – business revenues, costs & profit 1.3.4 – sources of business finance 1.4.1 – the options for start-up & small businesses 1.4.3 - The marketing mix
Skills (incl. links to prior and future learning)	**AO1** - Demonstrate knowledge and understanding of business concepts and issues **AO2** - Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO3** - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions Quantitative skills - Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including: • information from graphs and charts • profitability ratios (gross profit margin and net profit margin) • financial data, including profit and loss, average rate of return and cash-flow forecasts • marketing data, including market research data • market data, including market share, changes in costs and changes in prices.					

Curriculum Map – Year 10

	These quantitative skills will be assessed in both Papers 1 and Paper 2, totalling 10% of the marks available for the qualification. Questions involving quantitative skills will always be in a business assessment context.					
Assessment Focus	Baseline assessment – knowledge check so far – 1.1.1, 1.1.2 & 1.1.3	End of topic assessment 1.2	End of topic assessment 1.3	End of topic assessment 1.4 and 1.5	Progress Exams Theme 1	Calculation assessment – quantitative skills.
Cross-curricular links	English - We encourage students to use connecting phrases like 'so that', in 'order to' and so on to build analysis and application in their examination responses (throughout course).	Psychology – the thought process consumers go through when buying a product and consumer buying habits.	Maths: numeracy skills, calculations of percentage changes, notions of correlation, cause and effect and confidence can give rise to useful discussion of economic and business data with those who have studied statistics.	Geography – globalisation, locational decisions.	Design Technology - students are familiar with CAD/CAM (and with different methods of production – technology based methods. Geography – globalisation and stakeholders.	Geography – globalisation, locational decisions.
Reading Opportunities	• Tutor2u Introduction to Edexcel GCSE Business – this introduces the key aspects of the course and what to expect - https://ondemand.tutor2u.net/students/getting-started-edexcel-gcse-business • Students should be considering purchasing the Pearson Edexcel Revision guide and workbook. The revision guide is useful for consolidating any misconceptions. The workbook could be saved until Year 11 to work through practice questions. These can be purchased in the school shop or they are available on Amazon and WHSmith. https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-guide-includes-online-edition-revise-edexcel-gcse-business-/mixed-media/9781292190716.html https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-workbook-for-the-2017-qualifications-revise-edexcel-gcse-bu/andrew-redfern/paperback/9781292190709.html • The exam board has a number of assessment materials that can be used by students from previous exam years, with correlating mark schemes too. Please take note that only exam papers from 2018 are valid as the examination qualification for GCSE business changed in 2017. You will not be able to access the 2022 papers as these are password protected. It is up to students if they would like to complete these for revision or again save them until Year 11. https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials. • Tutor2u is a fantastic resource that has many useful areas of revision for Year 10 students. Each year it gets better and better and more resources are available to students. The following links are just a few resources that students can take advantage of https://www.tutor2u.net/business/live/archive?level=gcse these are replays of 'Tutor2u Live' from last year and are relevant as they cover various topics that could come up in their summer exams/mock examinations. https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-					

Curriculum Map – Year 10

	notes-master-listing this is great as students have access to revision notes for pretty much all topics from the GCSE specification, there are also quizzes attached to topics too. • Students should have an awareness of current news stories too. This will develop their understanding of context and how the content they are learning links to real life businesses. https://www.bbc.co.uk/news/business • BBC bitsize - another great resource with key revision links that students can use. This is concise and helps if students are particularly struggling with the content. https://www.bbc.co.uk/bitesize/subjects/zpsvr82
Careers (enrichment opportunities and futures)	• Cadbury World/Thorpe Park – putting into practice all key content they would have learnt since September including: market research, production and • Year 10 work experience – make links to any key content that has been covered since September. • Make Your Mark with a Tenner competition. • Two Teachers – National competition.

Curriculum Map – Year 10

Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	How do we calculate what elements are made of? What is a mole?	How can we compare the reactivity of metals? How can we make salts? How can we separate ionic compounds with electricity?		How can increase the rate of reaction? What happens when Chemical react?		How do we extract and make crude oil useful for our daily lives.
Knowledge (incl. links to prior and future learning)	Students will learn about chemical calculations, linking the topics covered in Year 9 on atomic structure to calculating relative masses, moles and atom economy. Students will get to complete titrations here and do the subsequent calculations from them.	-Students will learn about the reactivity series using the periodic table and how it can affect chemical reactions. - They will learn how we can get salts from metals and insoluble bases and how we can neutralise substances using knowledge of acids and alkalis. - They will also complete practicals where we make different salts. - Students will learn about the process of splitting substances using electricity known as electrolysis. We look at how this can be used in industry and how it can save the planet by reducing the need to mine new materials. - Students will investigate chemical cells and fuel cells and how these could be used in the future with car technology.		-In rates and equilibrium, students will learn how different factors such as temperature, surface area, concentration and catalysts can affect rates of reaction. -Students will also learn what happens when a reaction reaches its equilibrium and how it can be reversed and what can happen if we change the conditions within this reversible reaction.		Students will learn about the uses of crude oil in industry and how it impacts our day-to-day life. - In organic reactions students will learn about the different components of organic chemistry, the structures and properties of these, and how they are used in everyday life. -Students will learn about natural and synthetic (manmade) polymers, and how they are created and used in our everyday lives. This also links into the main natural polymer in our bodies – DNA.
Skills (incl. links to prior and future learning)	Linking to Year 9 Atom Knowledge/learning. Balancing equations is covered in Year 7/8.	- Ions covered in Year 9 - Current covered in Electromagnets Year 7 -Ionic Bonding in Year 9.		-Year 8 - Catalyst introduced around Biological Enzymes - Year 9 - Rates of Reactions when discussing Enzymes and Photosynthesis - Year 10 Autumn Term - The Haber Process		Fuels covered in Earth Topic in Year 8 but not specifically linked to Hydrocarbons - more the impact they have on the earth and global warming

Curriculum Map – Year 10

Assessment Focus	Quantitative Chemistry	Chemical Change		Rates of Reaction	Organic Chemistry
Cross-curricular links	Mass and weighing objects- Math and Food Technology.	Metals- and their uses- Engineering.		Food Technology- How to increase cooking time.	- PSCHE - Alcohol Uses and Dangers
Reading Opportunities	Atom- The Building block of everything	Salt- A World History.	Bill Bryson- Short History of Everything		
Careers (enrichment opportunities and futures)	Chemical Designer and Manufacture.			Chemical Engineer	Research Scientist

Curriculum Map – Year 10

Design and Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	New and Emerging Technologies. Cards and boards & mini practical (Sellotape dispenser project).	Materials and their working properties Polymers & mini practical (Sellotape dispenser project).	Timber based materials Mock NEA (small scale coursework project)	Metal based materials Mock NEA (small scale coursework project)	Textile based material Mock NEA (small scale coursework project)	NEA – 1st June Begin NEA 1st June after exam board release.
Knowledge (incl. links to prior and future learning)	Research and Initial ideas, CAD/CAM, Kaizen, scales of production, just in time manufacture, cards and boards, automation.	Cards and boards, sustainability and the environment, people, culture and society, prototyping.	Timber and the tools and adhesives used to make timber products.	Metal and the tools and fixings and fastenings used to make metal products.	Textiles and the tools and fixings and fastenings used to make textile products.	Learning how to research and design a product.
Skills (incl. links to prior and future learning)	Using 2D Design and TinkerCAD. Prototyping using card and rapid prototyping.	Using the laser cutter and 3D printer. Using polymer heating processes.	Using hand tools and workshop machinery.	Using hand tools and workshop machinery.	Using hand tools and sewing machinery.	Differing research techniques and portfolio presentation.
Assessment Focus	Assessment Theory - unit test Practical – Prototype against exam board requirements.	Assessment Theory - unit test Practical – Prototype against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder against exam board requirements.
Cross-curricular links	Business – various scale manufacturing methods.	Geography – learning about sustainability and the environment.	Maths – measuring with a ruler and calculating waste.	Maths – measuring with a ruler and calculating waste.	Maths – measuring with a ruler and calculating waste.	Geography – research and analyse gathered research evidence.

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Reading Opportunities	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.
Careers (enrichment opportunities and futures)	Learning about the different scales of production when manufacturing products.	Learning about the social factors which influence purchasing.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning how designers obtain information from a client in order to design a product fit for purpose.

Curriculum Map – Year 10

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Literature Paper Two: Modern Texts *Lord of the Flies/An Inspector Calls*	Literature Paper Two: Modern Texts *Lord of the Flies/An Inspector Calls* *Poetry*	English Language Paper 1	Literature Paper One: Shakespeare *The Merchant of Venice*	Literature Paper One: Shakespeare *The Merchant of Venice*	Literature Paper Two: Poetry (Power and Conflict)
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of the text with an appreciation for the particular aspects of form dependent on whether they are studying the play or novel. They have previously studied both forms in year 9 so will build on prior knowledge of the form and will revisit these for their year 10 and final GCSE exam. Students will also begin studying some of the anthology poems from the AQA power and conflict cluster in preparation for their end of year exam. The poems are:	Students will develop their knowledge of the text with an appreciation for the particular aspects of form dependent on whether they are studying the play or novel. They have previously studied both forms in year 9 so will build on prior knowledge of the form and will revisit these for their year 10 and final GCSE exam.	Students will develop their knowledge of various fiction based extracts as explored in Language Paper 1. Students will also revise descriptive writing features that they developed throughout KS3 in order to write a creative writing piece in the written section of the exam. They will revisit their knowledge of the timings for different questions on Language Paper 1 that they completed in year 9. Students will revise this for	Students will develop their knowledge of Shakespeare and the play 'The Merchant of Venice'. They have previously studied Shakespeare plays in years 7,8 and 9 and so will build on prior knowledge of the form and Shakespeare's language. Students will revisit these for their mock exam in year 11 and final GCSE exam.	Students will develop their knowledge of Shakespeare and the play 'The Merchant of Venice'. They have previously studied Shakespeare plays in years 7,8 and 9 and so will build on prior knowledge of the form and Shakespeare's language. Students will revisit these for their mock exam in year 11 and final GCSE exam.	Students will build on their analysis and comparison of poetry that they completed at KS3. The poems will be revised for the year 10 exam and again for their GCSE exam.

Curriculum Map – Year 10

	1. Poppies 2. War Photographer 3. Remains 4. Kamikaze 5. The Emigree		their final GCSE exam.			
Skills (incl. links to prior and future learning)	Analytical skills. Students will build on their skills of analysing either a novel or a play in Year 9. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their year 10 exam and as revision for their final GCSE exam.	Analytical skills. Students will build on their skills of analysing either a novel or a play in Year 9. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their year 10 exam and as revision for their final GCSE exam.	Analytical skills. Students will build on their skills of analysis from throughout KS3 and the start of KS4, applying them to fiction texts, revisiting skills of analysing fiction that they developed throughout KS3). Creative Writing. Students will develop skills of creative writing and build on grammatical skills that they have practised throughout KS3.	Analytical skills. Students will build on their skills of analysing a Shakespeare play that they develops at KS3 as well as the analytical skills they have developed throughout the start of year 10. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their mock exam and final GCSE exam.	Analytical skills. Students will build on their skills of analysing a Shakespeare play that they develops at KS3 as well as the analytical skills they have developed throughout the start of year 10. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their mock exam and final GCSE exam.	Analytical skills. Students will develop the analytical skills that they have worked on throughout KS3 based on a variety of texts. They will develop their ability to write analytical essays which is an essential part of their GCSE Literature and Language exam.
Assessment Focus	Analytical essay.	Analytical essay.	Language Paper 1 – completed paper (reading and writing sections)	Analytical essay.	Analytical essay.	Comparative analytical essay.

Curriculum Map – Year 10

Cross-curricular links	History – exploring the context of the text. Drama – exploring the features of a drama text and considering the impact of staging.	History – exploring the context of the text. Drama – exploring the features of a drama text and considering the impact of staging.	History – exploring fiction texts from across a range of eras.	History – Elizabethan era, anti-semitism and the role of women will be explored. Geography – the significance of Venice as a setting. Drama – exploring the features of a drama text and the impact of staging.	History – Elizabethan era, anti-semitism and the role of women will be explored. Geography – the significance of Venice as a setting. Drama – exploring the features of a drama text and the impact of staging.	History – exploring the context of the poems.
Reading Opportunities	Students will read a play or a novel.	Students will read a play or a novel.	Students will read a range of fiction extracts.	Students will read a Shakespeare play.	Students will read a Shakespeare play.	Students will read a range of poems.
Careers (enrichment opportunities and futures)	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.	The writing section of the exam considers both narrative and description based questions – students will understand how to approach both styles of questions.	Discussions about aspects of law and society occur as a result of the issues in the play.	Discussions about aspects of law and society occur as a result of the issues in the play.	Some of the poems explore different careers. They will also develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.

Curriculum Map – Year 10

French	Autumn 1	Autumn 2	Spring 1
Overview and Key Questions	Recap of key vocab/topics grammar Technology Hobbies and interests	Technology Hobbies and interests	Identity and culture Family, relationships/ friendhsips
Knowledge (incl. links to prior and future learning)	**Grammar:** Opinion verbs + a definite article + noun (e.g. *j'aime le basket*) + a verb in the infinitive (e.g. *j'aime jouer …*) **Pronunciation and phonics:** The letter *é* Final consonants *-n*, *-s*, *-t* and *-x* Liaison before a vowel	**Grammar:** Irregular verbs in present tense: *aller*, *avoir*, *être*, *faire*; *je bois*, *je lis* Using *on* to mean 'we' Partitive articles after *faire* / *jouer* with activities/instruments *au*/*à la* after *jouer* + sport / *aller* + place Negatives: *ne … pas* Asking questions Near future aller inf Perfect tense	**Grammar:** Possessive adjectives *mon*, *ma*, *mes* Emphatic pronouns after prepositions (*pour*, *avec*): *moi*, *toi* Reflexive verbs in present tense (*se lever*) Direct object pronouns (*le*, *la*) Present and perfect tenses contrasted and used together
Skills (incl. links to prior and future learning)	Listening and transcribing in French – launch of skill Transcribing silent letters	Terms for expressing contrasting points of view, e.g. *mais*, *par contre* Time frequency expressions (but avoiding negatives), e.g. *je fais ça souvent* *C'est* + adjective	**Pronunciation and phonics:** *è* / *ai* / *ê* (*père*, *j'aime*, *vêtements*) *œu* / open *eu* (*sœur*, *heure*)

Curriculum Map – Year 10

		<u>Pronunciation and phonics:</u> Pronouncing *Est-ce que …?* / *Qu'est-ce que …?* Watching out for silent final 'e' and silent final consonants such as *-s*, *-t* and *-x* (e.g. *chose*, *jeux*); silent verb endings *-e*, *-es* and *-ent*	
Assessment Focus	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R	**Assessment** Weekly vocab tests
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History		
Homework Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.		

Curriculum Map – Year 10

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	3.1.1 Section A: The challenge of natural hazards	3.1.2 Section B: The living world	3.1.3 Section C: Physical landscapes in the UK	3.2.1 Section A: Urban issues and challenges 3.2.3 Section C: The challenge of resource management	3.2.2 Section B: The changing economic world	3.2.3 Section C: The challenge of resource management
Overview and Key Questions Specification: Pearson Edexcel B https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance	By definition, all topic content is included in the Specification material, which is accessed via the link on the left. The content included in Hazards applies across all Topics. Students and parents are strongly encouraged to read the specification outline and supporting documents. Enquiry-based learning – the specification content is framed by geographical enquiry questions that encourage an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues. Provides an engaging real-world focus – students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st-century people and environment issues. Engaging and manageable fieldwork – fieldwork environments are aligned with the core content of the course so that the experience of fieldwork can reinforce and enlighten learning in the classroom, and learning in the classroom can underpin learning in the field. Fieldwork tasks will remain for the lifetime of the specification so there is less time spent on planning and administration and more time to bring geography to life in the field. Straightforward assessments that are accessible for all abilities – there are three externally examined papers that provide gradual progression in demand throughout the topics. Across all three assessments there is consistent use of 12 different command words so that students know what to expect. Continuous progression – the new specification content develops students' knowledge and understanding of place, process and interaction by first introducing them to global issues and then to UK issues, including two fieldwork investigations. Building on this, via a decision-making exercise, students will investigate a contemporary local, national or regional people and environment issues within a global setting, drawing on their wider knowledge and understanding from across the course. Supports progression to A Level – the compulsory and optional topic content gives students to the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level.					

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	Builds on the basic knowledge gained in the KS3 curriculum. The focus in KS4 is enquiry led with a range of Case studies allowing students to apply the underlying Geographical theories to real world events with a focus on solution and mitigation. Students are encouraged to draw knowledge from across the entire school curriculum and their own lived experience to apply to these enquiries.
Skills (incl. links to prior and future learning)	Geographical Skills Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. The full list of geographical skills is provided on page 37. Some geographical skills are specific to particular topic content, these are numbered within the content and indicated in the 'integrated skills' sections within the topics throughout the content pages.
Assessment Focus	In class, marked and graded assessment using GCSE questions & mark schemes with detailed feedback to students one both content and exam skills. Focus in assessment is on concise writing, developing an argument and numeracy. These core life skills will provide a foundation for any future career or study.
Cross-curricular links	Geography, which is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities, links to all other subjects at KS4, in particular, Science, Maths, Business, Art, Digital Art, ICT and Technology.
Reading Opportunities	The school is a member of the Royal Geographical Society and students have access to the monthly magazines of the society and to its website, which provides a wide range of articles and books across the entire specification. Students have access to the monthly magazine of the Geographical Association (10 years), which are held in the department.
Careers (enrichment opportunities and futures)	Student visits to the Royal Geographical Society for guest lectures. Encouragement to enter student competitions run by the RGS and the GA to encourage independent learning and to build confidence. Two compulsory fieldtrips: One to the River Chess and the other to London to apply field work skills and develop report writing skills Students are encouraged to consider careers in Geography and linked occupations. Students who wish to proceed to A-Level are specifically encouraged to consider Geography as part of their studies. Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do.

Curriculum Map – Year 10

	Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree are held in high regard by employers.

Curriculum Map – Year 10

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	American West The early settlement of the West, c1835 - c1862 How did the indigenous people adapt to live on the Great Plains? How did American settlers adapt to live on the Great Plains?	American West The development of the plains, c1862 - c1876 What impact did the American Civil War have upon the Great Plains? Manifest Destiny, the Transcontinental Railroads and the gold and land rushes – which had the biggest impact upon Plains settlement? What was meant by "the Wild West?" Conflict and Conquest, c1876 – c1895	Anglos Saxon England and the Norman Conquest, 1060 - 1066 What were the key features of Anglo Saxon society? Why was there a succession crisis at the start of 1066? Why did the Anglo Saxons lose the Battle of Fulford? Why did King Harald Hardrada lose the battle of Stamford Bridge? Why did King William lose the Battle of Hastings? How did King William control England after 1066?	C1000 – c1500 – crime, punishment and law enforcement in early modern England. How was Anglo Saxon England policed? How were people punished if they broke the law in Anglo Saxon England? What changes did the Normans make to law and order in England? How did law and order change by the end of the Middle Ages? What stayed the same? C1500 – c1700 – crime, punishment and law enforcement in the 16th to the 18th century	How was law and order maintained in Britain between C1700 –c1900? What changed and what remained the same? C1900 - today– crime, punishment and law enforcement in recent times. How was law and order maintained in Twentieth Century Britain to the present day? What changed and what remained the same?	Why was Whitechapel difficult to police? How did the police attempt to protect the public from "Jack the Ripper?"

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		What were the Range Wars? What happened when the "Red Indians" resisted white settlement of the Great Plains? When was the Frontier declared closed?	How did the Normans change England? What happened after King William died?	How was law and order maintained in Early Modern England?		
Knowledge (incl. links to prior and future learning)	The "discovery" of the New World and early settlement of America	The settlement of the "Wild West."	The story of 1066. Chalfont St Peter and the Domesday Book.	Crime and Punishment in Anglo Saxon and Norman England.	Crime and Punishment in Tudor and Stuart England. The condition and treatment of the poor. Crime and Punishment in Dickensian times. Crime and Punishment in the Twentieth and	The Jack the Ripper murders

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					Twenty first centuries.	
Skills (incl. links to prior and future learning)	Cause and consequence. Significance.			Change and continuity.		Cause and consequence. Significance. How to follow up a source.
Assessment Focus	Why was the buffalo important to the Plains Indians? Why did the beliefs and practices of the Plains Indians effect relations with American settlers? Why did the Donner Party fail in their journey, whilst the Mormons succeeded in their?	Why was the West wild? Why was homesteading so difficult? Why did the Range Wars start? Why did the Sioux win the Battle of Little Big Horn? Why was the Battle of Little Big Horn important to the fate of the Plains Indians?	Why was there a succession crisis at the start of 1066? Why did Duke William win the Battle of Hastings? How did King William conquer England? Why did the death of King William lead to war?	How did law and order develop between Anglo Saxon times and the end of the Middle Ages? What changed and what remained the same? How did law and order develop between end of the Middle Ages and Early Modern times? What changed and what remained the same?	How did law and order develop between Early Modern England and Victorian England? What changed and what remained the same? How did law and order develop in the Twentieth Century to the present day? What changed and what remained the same?	Why was Whitechapel difficult to police? Why was their rivalry in the police force? Why were the Jack the Ripper murders unsolved?

Curriculum Map – Year 10

Reading Opportunities					Oliver Twist. Hard Times. Borstal Boy.	

Curriculum Map – Year 10

Hospitality and Catering	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	UNIT 1 (1) Introduction to WJEC Hospitality and Catering (2) 1.4.3 Preventative control measures of food-induced ill health *Learners should* :- • know and understand the control measures to prevent food-induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service physical contamination (3) 1.4.1	UNIT 1 (1) 1.1.2 Working in the hospitality and Catering Industry. Types of Employment Roles and Responsibility The learner should :- •know and understand the types of employment roles and responsibilities within the industry. 1) Front of the house 2) House keeping 3) Kitchen Brigade 4) Management *New terms added* *•Marketing and Valet* (2) 1.1.2	UNIT 1 (1) Commercial /Industrial Kitchen Equipment Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens. • large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates • materials for cleaning, •first aid kit and safety materials • small equipment	UNIT 1 (1) The Environmental Health Officer (EHO) Learners should •know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include : • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.	UNIT 2 (1) 2.1.1 Understanding the importance of nutrition Learners should :- • know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients: PROTEIN •Protein, sources, classification, functions, excess, deficiency • information on essential amino acids • High biological value (HBV) • Low Biological value (LBV) • Sources of protein: HBV and LVB sources • How much	UNIT 2 (1) 2.1.1 Understanding the importance of nutrition(cont'd) Micronutrients VITAMINS (cont'd s) Learners should :- • know the function of vitamins in the body and the sources in which they are found. • understand and know the •Water soluble: vitamin B group and vitamin C (2) MINERALS: Learner should :-

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	Food related causes of ill health. Learners should:- • know that several factors can cause ill health. • understand the differences and what each encompasses. • know and understand the main food poisoning bacteria, they should have an understanding of the source and the implications these can have on personal health (types of symptoms) • understand and know how bacteria survive and grow. (Warmth, food, time and moisture) • know and understand what are classed as high-risk foods. •Know the visible and invisible signes of	Personal Attributes (PA) Learners should:- know and understand specific personal attributes for different job roles Eg: (PA) Punctual, organised, team player etc. (3) Workflow in HC Industry Learners should:- be aware of the operational requirements of: • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area (4.) Qualification and experience	• utensils. (2) Time plan Writing •Write a Time Plan in the correct sequence stating time , process/ method and special points. (3). Commercial /Industrial Kitchen Equipment Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens. • large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge freezer,	(2) Hospitality and catering provision to meet specific requirements Learners should :- • know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate: • customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available • customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality • customer demographics: age,	protein we should be consuming for a healthy, balanced diet. Dietary reference value (DRV) 2. CARBOHYDRATE •Carbohydrate sources, classification dietary fibre (NSP) - functions, excess, deficiency •The main function of carbohydrates in the body and how much we should consume for a healthy, balanced diet. The differences between; Simple and Complex carbohydrates 3. FATS Fats sources, classification, functions, excess, deficiency • types of fats and their sources: • saturated • unsaturated (monounsaturated/poly unsaturated • essential	•Know the sources and functions •Understand the effect of deficiency and excess of minerals the diet Minerals • calcium • iron • sodium • potassium • magnesium <u>(3) WATER.</u> Learners need to:- • know the function of water in the body, how much water is recommended for different life stages/activity levels

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	induced illness (food poisoning) Visible :- anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Invisible:- • constipation • feeling sick painful joints • stomach-ache • weakness • wind/flatulence. (4) Food Allergy and Intolerance Learners should :- • know and understand the following food related causes of ill health: *Food allergies:* • cereals (gluten)	*Learners should:-* • Know and understand qualification and experience an employer would look for to fulfil different job roles Eg: Apprenticeship, experience in the role, schools, colleges and/or university qualification to jobs. (4) 1.2.1 The operation of the front and back of house. Dress Code In HC Industry Learners should :- Be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.	standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates • materials for cleaning, •first aid kit and safety materials • small equipment • utensils. (4) 1.1.3 Working conditions in the Hospitality and Catering Industry (continued). Remunerations and Benefits Learner should :- be aware of remunerations and benefits in the industry. • Salary • Wage (hourly)	location, accessibility, money available, access to establishments /provision (3) 1.2.2 Customer requirements in hospitality and catering Learners should • know and understand how hospitality and catering provision meets the requirements of: • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality. (4) 1.2.3	fatty acids (omega 3/omega 6) • source of fats (good and bad) • how many fats should we consume for a healthy, balanced diet (DVR). VITAMINS Learners should :- • know the function of vitamins and minerals in the body and the sources in which they are found. • understand and know the two main groups of vitamins: fat-soluble and water-soluble. • fat soluble vitamin A and vitamin D VITAMINS Learners should :-	(4) Special dietary needs for individuals who:- • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs are pescatarians, vegetarians, vegans (2) Learners should be able to apply their knowledge of nutrition to: Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenage

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	• crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • mollusc nuts • peanuts • sesame seeds • soya • wheat. *Food intolerance:* • gluten • lactose • aspartame • MSG. (5) 1.1.1 Hospitality and catering provision.	1.1.3 Working conditions in the Hospitality and Catering Industry. Learners should:- understand the types of employment contracts Example Casual, full time, part time, seasonal and zero hours. (5) Workflow in HC Industry Learners should:- be aware of the operational requirements of: • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking	• Holiday entitlements • pension • sickness pay rates of pay tips bonuses and rewards •.The hospitality and catering industry normally provides more part time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as: supply and demand: staffing during peak times, large events, seasonal times and the location of the provision (5) Food Safety Learners should :- know and understand the principles of Hazard Analysis and Critical Control Points	Hospitality and catering provision to meet specific requirements Learners should:- •know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate: • customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available • customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality • customer demographics: age, location, accessibility, money available, access to establishments	• know the function of vitamins and minerals in the body and the sources in which they are found. • understand and know the two main groups of vitamins: fat-soluble and water-soluble. • fat soluble vitamin A and vitamin D	.

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	Types of Hospitality and catering Providers •Learners should :- understand the two types of hospitality and catering provisions: Commercial and non – commercial, the structure, food service system, standards and ratings of hospitality and catering Industry. •Know and understand the types of employment roles and responsibility within the industry.	area, serving area, washing/cleaning area	(HACCP) and be able to: - • identify any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working.	/provision		
Knowledge (incl. links to prior and future learning)	• To encourage pupils to study and keep abreast with subject contents taught: thus enabling them to transfer knowledge to the new context. • Improve their written expression • Allow them to make more reasoning • Helps them understand what facts they might not know so they can allocate study time accordingly.					
Skills (incl. links to prior and future learning)	• Enables pupils to get a better understanding of subject specific theory. • Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, technical skills, techniques and equipment. • Develop their practical skills to prepare food suitable for a wide range of pupils and functions • Work with others and evaluate their ideas and products and make recommendations for future practical task.					

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Assessment Focus	**Theory Assessment** - <u>Test objective covered this half term</u> Practical <u>Aim</u> To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high quality dishes. **<u>Practical Task</u>** **I.**Minestrone Soup and Bread II.Calzone, salad and emulsion dressing III.Chelsea Bun V.Plate garnishing and decoration **<u>Pastry Making</u>** I.Quiche II.Fruit Tart – blind bake (complex) **<u>Non-food Practical</u>**	**<u>Theory Assessment</u>** <u>Test on all objectives covered this term</u> **<u>Practical Assessment</u>** In groups - Plan and execute a buffet with finger foods suitable for a Christmas party. **<u>Practical Task</u>** **Aim – Pupils will demonstrate practical skills in order to create high quality dishes/items.** **Cake making** **I.Victoria sandwich Cake** **II.Swiss Roll** **<u>Pasta making</u>** **III.Ravioli**	**<u>Practical task</u>** **<u>Filleting and batter making</u>** Fish and Chips with Tarter sauce (batter for fish and deep frying) **COMPLEX** **<u>Portioning Chicken</u>** <u>Stuffed Chicken deboned chicken</u> 1. Chicken Kiev 2. Chicken Butterfly 3. Chicken jambalaya <u>Meringue</u> 4. Lemon meringue cupcake or Meringue fruit nest or lemon meringue tartlet	**<u>Practical task</u>** 1 .Soup (tempered with cold fresh cream, served with croutons) **<u>Complex</u>** 2. Panna cotta demould and decorated **Complex – demoulding)** **Or** Jelly set in mould and **demould (complex skill)** 3. Shepherds Pie (potatoes must be piped) 4. Hot cross buns **<u>Practical Assessment</u>** In groups - Plan prepare cook and serve items suitable for an afternoon tea.	**<u>Practical</u>** 1. Fish Pie 2. Sausage roll 3. Cornish pasties (crimpling pastry edge) **Complex Skill.** 3. Profiteroles - decorated with melted chocolate (**using baine marie for melting chocolate**) **<u>Complex skill</u>** 4. Orange caramel cake or Crepe Suzette (**using orange segments**) **Complex Skills**	**<u>Theory Assessment</u>** **Testing all objectives taught from Sept. 2023 - July 2024** **<u>Practical task</u>** **1.** Mousses or sorbet quenelles and served. **Complex Skilled** **2**. Stuffed plaited bread served with Salad and emulsion dressing (**complexed skilled)** **3.** Chinese Style tofu and Broccoli **(Vegan)** **4.** Halloumi Vegetable Kebabs **5.** In groups pupils will plan and prepare suitable food items

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	I.Napkin Folding Table setting	**IV.Spinach and ricotta Lasagne** **V.Meat balls and spaghetti** **<u>Christmas Practical</u>** Minced Pie	**<u>Task for world book day</u>** Plan, prepare , cook and display a food product which represents a book you have read.			for 16 birthday party or 25th Wedding Anniversary.
Cross-curricular links	**SCIENCE** - *2.1.1 Understanding th e importance of nutrition* *2.1.2 How cooking methods can impact on nutritional Value* ***ECONOMICS-****Learners should be aware of the economy and how this can impact hospitality and catering provisions. Learners could discuss relevant changes that*	**MATHEMATICS** - *Time management , weighing , measuring* ***MEDIA-***Media types and effects on hospitality and catering provisions *Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry: • printed media (newspaper,*	**ENGLISH** (*Reading , literacy etc paying close attention to subject specific vocabulary and reading and comprehension skills especially when answering questions and analysing and justifying answers)*	**BUSINESS ADMINISTRATION** – (**1.1.4 Contributing factors to the success of hospitality and catering provision** *example leaners understand the following basic costs incurred within the hospitality and catering industry: • labour • material • overheads. be aware of how the economy can impact business in the following ways: • strength of the economy • value added*	**HUMAN RESOURCE MANAGEMENT** - *Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws ,*COSHH) 2002, (RIDDOR) 2013, Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations	**INFORMATION TECHNOLOGY** *-Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through: • cashless systems • innovative digital technology (apps, web-booking, key card access, digital menu) • software.*

	have impacted the economy concerning the strength of the pound, V.A.T and exchange rate.	*magazines) • broadcast (television, radio) • internet (social, websites) • competitive (other establishments).*		*tax (V.A.T) • value of the pound and exchange rate.* *Learners should know and understand the following documentation and administration requirements used in a catering kitchen: • stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation*.	(PPER) 1992. *Learners should know and understand the types of employment roles and responsibilities* within *the industry: Learners should know and understand the differences between the contractual hours in each employment contract. They should understand the different working hours and what type of person would benefit from the hours/contract offered. Learners should be aware of the variety of benefits within different contracts and what each one means for the employee. For example, the difference between having a salary and an hourly rate wage. The comparison of contracts would help learners to understand the advantages and disadvantages. Learners should comprehend the benefits of having sickness pay, holiday*	

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					entitlement and a pension.	
Reading Opportunities	**WJEC Vocational Award Hospitality and Catering Level 1/2: Student Book Paperback – 1 Sept. 2018** by Alison Palmer (Author), Anita Tull (Author)					
Homework Opportunities	**The aim of this homework is to : -** • To extend the concept of learning beyond the classroom • To nurture the development of good study habits • To encourage the use of independent research skills • To promote student independence, responsibility, and self-discipline • To reinforce and enrich learning • To provide for immediate reinforcement of classroom lesson • To serve as a means of review of classroom work • To reinforce literacy, numeracy, science and other cross curricular links To provide the teacher with an ongoing assessment of student progress.					
Careers (enrichment opportunities and futures)	• The opportunities these industries range from waiting staff , hotel and bar manager , conference events coordinators to food technologies working for food companies and supermarkets , nutritionist , dietitian , Food and beverage managers , All careers in catering field. Front Of House • General Manager,Hotel General Manager , Rooms Division manager • Hotel Management, Food and Beverage Manager , Assistant Manager • Operations Manager ,Pub Manager ,Receptionist, Restaurant • Restaurant Manager ,Room Attendant ,School Catering ,Sommelier					

Curriculum Map – Year 10

IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview & Key Questions	**Unit R050: IT in the Digital World (Examined Unit)** In this unit students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. **Topics include:** ● Design Tools ● Human Computer Interface (HCI) in everyday life ● Data and testing ● Cyber-security and legislation ● Digital Communications ● Internet of Everything (IoE)			**Unit R060: Data Manipulation using Spreadsheets (Coursework Unit)** In this unit students will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. Students will be able to evaluate your solution based on the user requirements. **Topics include:** ● Planning and designing the spreadsheet solution ● Creating the spreadsheet solution ● Testing the spreadsheet solution ● Evaluating the spreadsheet solution		
Knowledge (incl. Links to prior and future learning)	● Understanding of design principles and methodologies. ● Proficiency in using design software and tools. ● Knowledge of graphic design, layout, and user interface design. ● Awareness of how humans interact with computers and digital devices. ● Understanding of user experience (UX) design principles. ● Knowledge of accessibility and inclusivity in digital interfaces. ● Understanding of data types, structures, and databases. ● Proficiency in data analysis and interpretation. ● Knowledge of software testing methodologies and quality assurance. ● Awareness of cybersecurity threats and vulnerabilities. ● Understanding of encryption, firewalls, and other security measures. ● Knowledge of legal and ethical considerations in handling digital information. ● Understanding of communication protocols and networks. ● Knowledge of different communication technologies (e.g., wired, wireless). ● Proficiency in troubleshooting and maintaining digital communication systems. ● Understanding of the interconnected nature of devices and systems. ● Knowledge of IoT (Internet of Things) technologies. ● Awareness of the impact of IoE on various industries and everyday life.			● Understanding the purpose and scope of the spreadsheet project. ● Identifying and defining the data to be included in the spreadsheet. ● Designing the layout and structure of the spreadsheet, considering user requirements. ● Planning for data validation, formulas, and functions. ● Proficiency in using spreadsheet software (e.g., Google Sheets). ● Data entry and formatting skills to input information accurately. ● Implementation of formulas and functions for calculations. ● Creation of charts and graphs for data visualization. ● Use of advanced features such as pivot tables, macros, and conditional formatting. ● Conducting thorough testing to ensure the accuracy of calculations and data. ● Verifying that formulas and functions work correctly. ● Testing the spreadsheet with different sets of data to identify potential errors. ● Addressing and resolving any issues or bugs in the spreadsheet. ● Assessing the effectiveness of the spreadsheet in meeting the initial objectives. ● Gathering feedback from potential users to identify areas for improvement. ● Evaluating the overall design, layout, and user-friendliness of the spreadsheet. ● Reflecting on the testing phase and making any necessary adjustments. ● Considering ways to optimize and enhance the functionality of the spreadsheet.		

Curriculum Map – Year 10

IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills (incl. links to prior and future learning)	• Creativity: Using design tools requires creativity to develop visually appealing and functional designs. • Problem-solving: Designing involves solving problems related to user experience and functionality. • Technical proficiency: Understanding and using design software effectively. • User-Centered Design: Learning how to design interfaces with the end user in mind. • Critical Thinking: Analyzing and evaluating the usability of different interfaces. • Communication Skills: Effectively communicating design choices to diverse audiences. • Data Analysis: Understanding and interpreting data for decision-making. • Critical Thinking: Evaluating the quality and reliability of data. • Testing and Debugging: Learning how to test software and identify and fix issues. • Cybersecurity Awareness: Understanding the importance of securing digital assets. • Legal and Ethical Considerations: Grasping the legal and ethical aspects of cybersecurity. • Critical Thinking: Analyzing potential security risks and developing strategies to mitigate them. • Communication Skills: Enhancing written and verbal communication skills. • Digital Literacy: Understanding various digital communication platforms and tools. • Collaboration: Working effectively in a digital communication environment. • Systems Thinking: Understanding how different components in the IoE are interconnected. • Innovation: Exploring new possibilities and applications in a connected world. • Adaptability: Grasping the rapid evolution of technology in the context of IoE.			• Analytical Skills: Identifying requirements and understanding how to structure data in a spreadsheet. • Problem-solving: Designing a spreadsheet solution that meets specific needs and objectives. • Organizational Skills: Planning and structuring data effectively for easy interpretation. • Technical Proficiency: Learning to use spreadsheet software effectively. • Data Entry and Formulas: Developing skills in entering data and creating formulas for calculations. • Attention to Detail: Ensuring accuracy in data entry and formula implementation. • Quality Assurance: Learning how to test and validate the functionality of a spreadsheet. • Problem Identification: Developing the ability to identify errors and issues in a spreadsheet. • Testing Techniques: Understanding different testing methods to ensure the accuracy and reliability of the spreadsheet. • Critical Thinking: Analyzing the effectiveness and efficiency of the spreadsheet solution. • User Feedback: Considering user feedback and making improvements based on evaluation. • Documentation Skills: Writing reports or documentation to communicate the evaluation findings. • Time Management: Planning and executing tasks within a set timeframe. • Visual Communication: Creating visually appealing and informative presentations or reports. • Self-assessment: Reflecting on personal and team performance, identifying areas for improvement.		
Assessment Focus	Examined Unit that is assessed during the students Summer Term GCSE exam season. This question paper has two parts: • Part A – worth 15 marks. Includes closed response, multiple choice and short response questions • Part B – worth 55 marks. Includes scenario based short, medium and extended response questions. One question will be a create style question [8 marks]. One extended response question [9 marks] will be assessed using a levels of response mark scheme.			Coursework NEA assessed unit set by OCR. This assessment is marked by the class teacher and moderated by the OCR exams board to ensure all marks are validated. The spreadsheet solution that is created from a provided client brief is assessed using an OCR provided criteria-based rubric following a Plan, Create and Evaluate guideline. Students will have the opportunity to rework their assessment based on overall feedback given by the teacher in year 11.		
Cross-Curricular Links	Media / Business / Computer Science			Computer Science		
Reading Opportunities	Reading for information and repurposing it for the uses of design and answering of scenario-based questions and case studies.			Reading for information and reorganising it based on client briefs.Making sense of the requirements and filtering data into contextual information to create spreadsheet solutions.		

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IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Careers (enrichment opportunities & futures)	• Design • IT support technician • Cyber intelligence officer • Digital delivery manager • E-learning developer • IT trainer	• Forensic computer analyst • Indexer • IT project manager • Network engineer • Social media manager • Web designer		• Data analyst • Business analyst • Data entry clerk • Data scientist • Database administrator • Administrative assistants	• Indexer • Information scientist • Librarian administrator • Technical architect • Data migration specialist • Spreadsheeting Clerk	

Curriculum Map – Year 10

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Set 1-3** Percentages Probability Compound Measures **Set 4-5** Patterns and sequences Ratio and proportion Scatter graphs	**Set 1-3** Accuracy Similarity Inequalities **Set 4-5** Constructions Percentages Collecting data	**Set 1-3** Indices Standard Form Trigonometry **Set 4-5** Accuracy and rounding Circles	**Set 1-3** Sequences Volume and surface area Formulae and Kinematics **Set 4-5** Equations Compound measures	**Set 1-3** Graphical functions Non-right-angled trigonometry **Set 4-5** Pythagoras' Theorem Linear graphs	**Set 1-3** Sectors Proportion and variation Circle Theorems **Set 4-5** Inequalities Transformations Vectors
Knowledge (incl. links to prior and future learning) **Link to prior learning**: See KS3 National Curriculum for Mathematics and KS3 Curriculum plan **Future learning** See Year 11 Curriculum plan	**Sets 1-3** Multiply and divide by powers of ten. Recognise the per cent symbol (%) Understand that per cent relates to number of parts per hundred. Write one number as a fraction of another Calculate equivalent fractions know and apply formulae to calculate areas and volumes **Sets 4-5** Use simple formulae Solve multiplication and division problems Fractions	**Sets 1-3** Place value Round numbers to a given degree of accuracy Calculate square numbers Use standard units of measure Know and apply formulae to calculate: the area and volumes Identify, describe and construct congruent and similar shapes Solve linear equations Plot straight line graphs	**Sets 1-3** Apply the four operations, including formal written methods, to integers. Use and interpret algebraic notation Count backwards through zero to include negative numbers Use negative numbers in context, and calculate intervals across zero Proportion Pythagoras Angle facts Properties of shapes **Sets 4-5**	**Sets 1-3** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Equivalent expressions Use standard units of measure Know and apply formulae for circles Area and perimeter of 2D shapes Nth term Compound units Solve linear equations **Sets 4-5** Use simple formulae	**Sets 1-3** Plot graphs of equations that correspond to straight-line graphs in the coordinate plane Recognise, sketch and interpret graphs of linear functions Know the trigonometric ratios Sin x = Opp/Hyp, Cos x = Adj/Hyp and Tan x = Opp/Adj. Apply them to find angles and lengths in right-angled triangles and, where possible, general triangles in	**Sets 1-3** Know and apply formulae to calculate: the area of triangles, parallelograms and trapezia; Know the formulae for circumference of a circle and area of a circle Calculate perimeters of 2D shapes, including circles; areas of circles and composite shapes Use ratio notation Express a multiplicative relationship between two quantities as a ratio

Curriculum Map – Year 10

	Multiples Work with coordinates in all four quadrants Understand discrete and continuous data	Identify and interpret gradients and intercepts **Sets 4-5** Parts of a circle Measures Types of angles Multiply and divide by powers of ten. Recognise the per cent symbol (%) Understand that per cent relates to number of parts per hundred Write one number as a fraction of another Calculate equivalent fractions Interpret and construct statistical diagrams for discrete and continuous data Averages	Recognise the value of a digit using the place value table. Round numbers to the nearest integer or given degree of accuracy not including decimal place or significant figure Calculate square numbers up to 12 x 12. Calculate perimeter and areas of 2D shapes, including composite shapes Round numbers to a given degree of accuracy	generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns use and interpret algebraic notation simplify and manipulate algebraic expressions Use standard units of measure Volume of cuboids Area of rectangles/triangles and compound shapes	two and three-dimensional figures **Sets 4-5** derive and apply the properties and definitions of special types of 2D shapes calculate the perimeters of 2D shapes, including composite shapes Describe positions on the full coordinate grid (all four quadrants) Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule. Generate and describe linear number sequences	Relate ratios to fractions Express the division of a quantity into two parts as a ratio Apply ratio to real contexts and problems Angles in parallel lines Polygons and angles **Sets 4-5** Order positive and negative integers apply the four operations solve linear equations algebraically Reflection and rotation Recognise linear functions
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-					

Curriculum Map – Year 10

	life situations. Each topic in Maths contains many sub-topics and skills. In these year groups the topics become more in-depth, build on prior knowledge from KS3 and prepare students for their GCSEs. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.
Assessment Focus	**See Knowledge.**
Cross-curricular links	Science - Measures and volume as used in science Physics – Force and velocity Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs Art – Understanding of fractions and proportions within artwork History – Ratio and proportion in terms of geographical data or comparing from the past and present Science – Supporting finding missing information within investigations Geography – map reading and calculating distances Economics – analysing data, understanding trends and making predictions Computer science – algorithms, data structures and programming Business studies – profit/loss, budgets and financial forecasting Music – Timing and intervals
Reading Opportunities	CGP GCSE Maths AQA Student Book – Higher CGP GCSE Maths AQA Student Book - Foundation
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. GCSE maths is essential for further education and many employment opportunities. **Opportunities** Timetable rockstar competition, UKMT Challenge & Career themed lessons

Curriculum Map – Year 10

Media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Media Language *How does media language create meaning?*	Representation *Compare the representation of age / gender / ethnicity?*	Media Language Representation Audience Industry *Compare how codes and conventions represent issues?* *Define the target audience for The Newspaper?*	Audience Industry *How does The Radio website appeal to audiences?* *Who regulates the radio industry?*	NEA Create a print or audio / visual product based on set brief. *How will you construct representations?* *How will you target your defined audience?*	NEA
Knowledge (incl. links to prior and future learning)	Print Advertising (A) Set case study	Magazines (A) Set case study	Newspapers (A & B) Set case study	Radio & Film marketing (B) Set case study	Create own media product	
Skills (incl. links to prior and future learning)	Analyse how media language creates meaning. Explore conventions of print advertising. Consider context.	Analyse how media language constructs representations. Explore conventions of magazine design. Research representation within industry. Analyse an unseen magazine cover.	Analyse how media language constructs representations / issues. Explore conventions of a broadsheet / tabloid. Research target audience and developments within industry. Analyse an unseen newspaper cover. Consider context.	Investigate the regulation of these industries. Research into audience and how they are targeted. Consider context and how these industries have evolved over time. Explore the impact of recent technology advancements.	Research Planning Photography Photoshop Premiere	

Curriculum Map – Year 10

Assessment Focus	Media Language	Representation	Media Language Representation Audience Industry	Audience Industry	Use of media language to create meaning. Meet the requirements of the set brief.	
Reading Opportunities	https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rlid=950 https://www.youtube.com/results?search_query=mrs+fisher					

Curriculum Map – Year 10

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Area of Study 5; Popular Music, Introduction to Composition, Introduction to Performance, Area of Study 1; My instrument	Area of Study 5; Popular Music, Development of Composition skills (melodies and harmonisations), Group performance development; How to rehearse as a group	Area of Study 4; Film Music Beginning NEA coursework composition 1 (free choice) Solo performance practice; working towards the more difficult target	Area of Study 3; Rhythms of the World Completing NEA coursework Composition 1 Group performance practice, working towards the more difficult target	Revision of Areas of Study 3,4,5 Beginning how to write compositions to a brief First mock group and solo performance prep	Revision of Areas of study 3,4 and 5 Continuing work on how to approach a brief for composition Mock group and solo performances to take place
Knowledge (incl. links to prior and future learning)			MAD T SHIRT key word learning, focus on: Articulation, Structure and Harmony Links with KS3 learning of the key words		MAD T SHIRT key word learning, focus on: Instrumentation, Rhythm, tempo, timbre and technology Links with KS3 learning of the key words	
Skills (incl. links to prior and future learning)	Individual instrumental skills development, application of key words to unheard listening		Individual instrumental skills development, application of key words to unheard listening, composing in a pop song structure, lyric writing		Individual and group instrumental skills, application of key words to unheard listening, composing music to fit a set brief	
Assessment Focus	Initial instrumental level performance solo and group; exam question practice with notes	Area of Study 5 end of topic test	Composition brief 1 initial assessment Area of Study 4 end of topic test	Composition brief 1 final assessment Area of Study 3 end of topic test	Essay question assessment	Final end of topics test Mock solo and group performances

Curriculum Map – Year 10

		Short composition task, use of music technology Assessed Christmas concert performance				
Cross-curricular links	The humanities; History and Geography, a focus on location and the culture's influence on popular music.	The humanities; History and Geography, a focus on location and the culture's influence on popular music.	The humanities; History and Geography, a focus on location and the culture's influence on popular music.	The humanities; History and Geography, a focus on location and the culture's influence on popular music.	The humanities; History and Geography, a focus on location and the culture's influence on popular music.	The humanities; History and Geography, a focus on location and the culture's influence on popular music.
Reading Opportunities	Key readings on effect of music on wider audiences	Key readings on effect of music on wider audiences, Garage band training, development of music technology terms	Lyric writing, 'the 30 day lyric writing challenge' Film scores and scripts	Reading on the histories and cultures of the rhythms of the world. Including Reggae, Samba and Greek folk music.	Retrieval practice readings on the areas of study	Retrieval practice readings on the areas of study
Homework Opportunities	Instrumental practice and listening Diary to be filled in, key word learning	Instrumental practice and listening Diary to be filled in, key word learning	Instrumental practice and listening Diary to be filled in, key word learning	Instrumental practice and listening Diary to be filled in, key word learning	Instrumental practice and listening Diary to be filled in, key word learning	Instrumental practice and listening Diary to be filled in, key word learning
Careers (enrichment opportunities and futures)	Music performance/ production					

Curriculum Map – Year 10

Personal Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Violence, Crime and Online Safety** 1. What is domestic violence? 2. What are harassment and stalking? 3. How does child sexual exploitation happen? What is human trafficking?	**Critical Thinking and Fake News and the criminal justice system** 1. How do I spot fake news and think critically? 2. Why should I present myself well online? 3. How does the criminal justice system work? 4. What is the difference between crown court and magistrates court?	**Careers: CVs, interviews and your rights and responsibilities as an employee** 1. What are my options post 16? 2. What does an employer want to see in a CV? 3. What personal values do employers want to see? 4. How do I prepare for my work experience?	**Wellbeing and mental health** 1. What are the signs and symptoms of stress and how do I manage it? 2. Why is sleep so important? 3. What is self-harm and how might I deal with it? 4. How do I build resilience? 5. How can I manage anxiety? 6. What does depression look like?	**RSE** 1. What is the impact of porn on sexual expectations and behaviour? 2. What is FGM? 3. What is honour-based violence and arranged marriage? 4. How do I know someone is capable of giving consent?	**Immigration and Migration/looking after our community** 1. What sorts of people migrate? 2. How do people become homeless? 3. How do extreme viewpoints affect the most vulnerable in our communities?
Knowledge/ Skills with reference to PSHE Association programme of study	H22. to understand ways to identify risk and manage personal safety in new social settings. R16. to understand how to recognise unwanted attention (such as harassment and stalking, including	L27.to understand strategies to critically assess bias, reliability and accuracy in digital content L24.to understand that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events		L7. to know about the labour market, local, national and international employment opportunities L8. to understand about employment sectors and types, and changing patterns of employment	R33. to understand the law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support R8. to understand that the portrayal of	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and

Curriculum Map – Year 10

	online), ways to respond and how to seek help R19. to understand about the impact of attitudes towards sexual assault and to challenge victim-blaming.	L23. to recognise strategies for protecting and enhancing their personal and professional reputation online to understand how our justice system works	L9. to research, secure and take full advantage of any opportunities for work experience that are available L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities L11.to understand the benefits and challenges of cultivating career opportunities online L12. to be familiar with strategies to manage their online presence and understand its impact on career opportunities	sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R32. to understand about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	ways to respond to anything that causes anxiety or concern - to understand the reasons for migration and immigration - to understand the difference between refugees, asylum seekers and economic migrants
Assessment Focus	End of unit Satchel one multiple choice/ short answer assessment				

Curriculum Map – Year 10

Cross-curricular links	Literacy, numeracy, performing arts	Literacy, numeracy, performing arts	Literacy, numeracy, history	Literacy, numeracy, history	Literacy, numeracy, performing arts	Literacy, numeracy, performing arts
Reading Opportunities	Students will encounter news and magazine articles including graphs and data designed to analyse and explore a range of different topics and situations.					
Careers (enrichment opportunities and futures)	PD supports students' overall growth and development into well rounded, employable young people who are aware of their communities, how they fit into society and make a valid contribution to the world.					

Curriculum Map – Year 10

Core PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	"Alternative Sports" 1. Seated volleyball 2. Blind football 3. Capture the flag 4. Vortex Frisbee 5. Spikeball Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical	"Team Sports" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of	"Body, Mind & Fitness" 1. Alphabet challenge 2. Couch 2 5k 3. Fitness Monopoly 4. Fitness Bingo 5. Weight Training 6. Interval training Lessons may include opportunities to; • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive	"SportsEd / Leadership" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either	"Athletics" 1. 100m 2. Javelin 3. Relay 4. Shot Put 5. 800m 6. Discuss Lessons may include opportunities to; • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside	"Summer Games" 1. Rounders 2. Cricket 3. Softball 4. Tennis / Football Tennis 5. Badminton / hockey 6. Danish Longball Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of

Curriculum Map – Year 10

	activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs	physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs	sports and activities outside school through community links or sports clubs • Develop understanding of importance of health and fitness and how to manage the health & fitness outside of school to help mental health	individually or as a group • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs • Develop awareness of potential career possibilities within sport and importance of	school through community links or sports clubs	physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Curriculum Map – Year 10

				leadership in those areas • Develop awareness of careers in sport and how sports leadership provides a wide range of opportunity, alongside coaching		
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership					
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on head and heart.					
Assessment Focus	Head, heart and hands.					
Cross-curricular links	Theoretical links to biology eg – muscles					
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams					

Curriculum Map – Year 10

Cambridge National Sports Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Students begin their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181
Knowledge (incl. links to prior and future learning)	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance
Skills (incl. links to prior and future learning)	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.					
Assessment Focus	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.					
Cross-curricular links	Theoretical links to biology- eg. Bones / muscle & the heart and lungs					

Curriculum Map – Year 10

Reading Opportunities	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe
Careers (enrichment opportunities and futures)	Progression to 6th form sports studies

Curriculum Map – Year 10

Physics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Waves Solar System History of discovery of waves. EM Specification and how it was discovered. Big bang theory and alternate theories of the formation of the universe.	Particle Model of Matter Atomic Structure - First Half of Topic How the theory of the particle model has changed over time. Boyle's law and its application. History of the atom and its development over time including the experiments that proved the theories.	Atomic Structure - 2nd Half of Topic Electricity - 1st Half of Topic The students will then describe electric circuits and the components used to construct them using the concept of current as the rate of charge flow through components due to a potential difference between points in the circuit.	Electricity - 2nd Half of Topic Resistance was introduced and the cause of a heating effect and corresponding energy transfer. Students will investigate the factors affecting the resistance of a wire and the corresponding current-potential difference graphs. Further investigations of the components and analysis of the current-potential difference graphs will show ohmic and non-ohmic behaviours for wires, filaments, and diodes. The relationship between the resistance of a thermistor and its temperature along with the relationship between the resistance of a light-dependent resistor and light level have been investigated.	Forces – Part 1 Forces in action The concept of balanced and unbalanced forces was used to determine the behaviour of objects and the application of Newton's first law of motion. Higher tier students have produced free body diagrams demonstrating the forces acting on an isolated object. The GCSE Physics students have to analyse the rotational effects of forces through the idea of moments using both a mathematical approach and an investigation into the turning effect.	Waves Solar System History of discovery of waves. EM Specification and how it was discovered. Big bang theory and alternate theories of the formation of the universe.

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	• In the Waves topic, students will learn about the key properties of waves and look at how we can use them in everyday life. • Students will learn about the Electromagnetic Spectrum, its dangers and uses of light and its behaviour. • In the space topic students will learn about the life history of a star, our expanding universe and the proof we have for the beginning and the future of the universe.	In the particle model of matter topic, students will learn about the 3 key states of matter- solid, liquid and gas and how they interact with each other when heated and cooled. • Students will learn how we can calculate density for regular and irregular shaped objects. • Students will learn about specific latent heat. • In the atomic structure topic, students will focus on atoms and radioactivity, the discovery and development of the atom and how it can be changed through radioactive decay.	• In the second half of the atomic structure topic, students will learn how radiation can be used in medicine and to generate electricity through fission. • Students will learn about nuclear fusion and its potential for making electricity on earth. • In the electricity topic, students will learn about circuits and how we use them in everyday life. Students will do calculations based around current, voltage, resistance, and charge and decide on the best components for the job based around these calculations. • Students will compare series and parallel circuits and the behaviour of current, voltage and resistance in them.	• In the second half of the electricity topic, students will learn about electricity in the home. • Students will learn how to wire plugs correctly and the safety measures in place around the home such as fuses and circuit breakers. • Students will learn about alternating and direct current and where we find them and also identify when an appliance is efficient and how to make it more efficient.	Students will learn how forces can impact the movement of objects and how we can calculate and predict movements based off this. Students will learn how to analyse distance time graphs and velocity time graphs to be able to calculate speed and acceleration. Students will learn how a skydiver goes through 2 terminal velocities and why. Students will learn how bungee jumpers need different lengths of rope depending on weight and why this is the case.	• In the Waves topic, students will learn about the key properties of waves and look at how we can use them in everyday life. • Students will learn about the Electromagnetic Spectrum, its dangers and uses of light and its behaviour. • In the space topic students will learn about the life history of a star, our expanding universe and the proof we have for the beginning and the future of the universe.

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Skills (incl. links to prior and future learning)	• Waves in Year 8 • Space - Earth Topics covered in Years 7 and 8	• Waves practical to develop the skill of working with waves. • Understanding how scientific methods and theories develop over time. • Using a variety of models such as representational, spatial, descriptive, computational, and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts. • Appreciating the power and limitations of science and consider any ethical issues which may arise.	• History of nuclear medicine and the safety aspects introduced. • Fusion theory and the concept of using it as a fuel in the future. • History of electricity and the key words associated with it. Using a variety of models such as representational, spatial, descriptive, computational, and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts. • Using scientific vocabulary, terminology, and definitions. • Evaluating risks both in practical science and the wider societal context, including perception of	Evaluating risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences • Explaining every day and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. • Using a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	• Analysing Motion Graphs • Interpreting Force Diagrams • Using a variety of models such as representational, spatial, descriptive, computational, and mathematical to solve problems. • Make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	• Waves in Year 8 • Space - Earth Topics covered in Years 7 and 8

Curriculum Map – Year 10

			risk in relation to data and consequences. • Recognising the importance of peer review of results and of communicating results to a range of audiences. • Explaining every day and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and argument.			
Assessment Focus	• Waves Assessment • Space Assessment	• Particle Model of Matter Assessment • SIR Task for Atomic Structure - as not finished on the topic at this point	• Atomic Structure Assessment • Electricity SIR Task as only midway through the topic	• Electricity Assessment	Part of forces in action	• Waves Assessment • Space Assessment
Cross-curricular links	• Waves - Links with Light in Photography, Pitch and Frequency in Music and Projection of Voice in Drama • Philosophy and Ethics - the Big Bang and Evolution • Art - Nebulas	• Food & Nutrition - Changes of State and Temperature • Technology - Hydraulic Presses	• History - The Cuban Missile Crisis and the First Nuclear Bombs • Geography - What Happened at Chernobyl and Hiroshima	• Geography - Saving the Planet and Global Warming • Technology - Circuits and Labelling • PSCHE - Staying Safe	• PSCHE - Link with Reaction Times and Dangers of Drink Driving	• Waves - Links with Light in Photography, Pitch and Frequency in Music and Projection of Voice in Drama • Philosophy and Ethics - the Big Bang and Evolution • Art - Nebulas

Curriculum Map – Year 10

		• History - The Cuban Missile Crisis and the First Nuclear Bombs • Geography - What Happened at Chernobyl and Hiroshima • Philosophy & Ethics - Ethics Amongst Nuclear Power	• Philosophy & Ethics - Ethics Amongst Nuclear Power • Geography - Saving the Planet and Global Warming • Technology - Circuits and Labelling • PSCHE - Staying Safe			
Reading Opportunities	• Standard form calculations for distance related problems, orbit, and waves calculations. • Prefixes in Science.	• Calculations of density, specific heat capacity, specific latent heat and gas pressure. • Rearranging of formula, conversion of units and standard form. • Use of standard form.	• History of nuclear medicine and the safety aspects introduced. • Fusion theory and the concept of using it as a fuel in the future. • History of electricity and the key words associated with it.	• Standard Form Equation Work and Rearranging •Conversion of Units • Drawing and Interpreting Graphs	• Calculations and Graph Work Throughout • Tangents and Gradients • Rearranging Equations • Stopping Distances	• Standard form calculations for distance related problems, orbit, and waves calculations. • Prefixes in Science.
Careers (enrichment opportunities and futures)	Space Technology/Ships Broad & Tele-casting		Environmental Science Explaining every day and technological applications of science; evaluate associated personal, social, economic, and environmental implications; and make decisions based on the evaluation of evidence and argument.	Electrical engineering and safety in homes and industry.	Racing F1 Roads and Safety	Space Technology/Ships Broad & Tele-casting

Curriculum Map – Year 10

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	VIVAGCSE Module 4 – *Intereses e influencias* (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using 'otros/demasiados/ todos/ciertos' etc, talking about role models, past tenses.'	VIVAGCSE Module 4 – *Intereses e influencias* (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using 'otros/demasiados/ todos/ciertos' etc, talking about role models, past tenses.'	VIVAGCSE Module 5 – *Cuidades* (places in a town, directions, shops, souvenirs, features of a region, using 'se puede(n)', future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.)	VIVAGCSE Module 5 – *Cuidades* (places in a town, directions, shops, souvenirs, features of a region, using 'se puede(n)', future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.)	VIVAGCSE Module 6 – *De costumbre* (mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.)	VIVAGCSE Module 6 – D*e costumbre* (mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.)

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Knowledge (incl. links to prior and future learning)	Focus on tenses including Past and Future		Focus on tenses including Conditional		Focus on comparatives and superlatives	
Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing
Assessment Focus	**Assessment** Weekly vocab tests Year 9 Baseline test, start of term	**Assessment** Weekly vocab tests End of Module 4 Assessmentt L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module5 assessn L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of Year 10 Mock exam (Mod1-6) End of Year test LRWS
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Homework Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes

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Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.

Curriculum Map – Year 10

Sociology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Foundations of Sociology	Research Methods	The Family	The Family	Education	Education
Knowledge (incl. links to prior and future learning)	Study of GCSE topics; - Norms, Values, Roles and Culture - Socialisation - Social Control Study of Key Theories; - Marxism - Functionalism - Feminism	Study of GCSE topics; - Pilot Studies - Types of Data - Sampling - Research Methods (Questionnaires, Interviews, Observations) - Official Statistics - Longitudinal Studies - Ethical Issues	Study of GCSE Topics; - Family Diversity - Marxist, Feminist and Functionalist views on the family. - Conjugal Roles - Symmetrical Family - Divorce - Marriage	Study of GCSE Topics; - Family Diversity - Marxist, Feminist and Functionalist views on the family. - Conjugal Roles - Symmetrical Family - Divorce - Marriage	Study of GCSE Topics; - Different type of schools - Marxist, Feminist and Functionalist Views on education - Correspondence Principle - Measuring educational achievement - Impacts on educational achievement	Study of GCSE Topics; - Different type of schools - Marxist, Feminist and Functionalist Views on education - Correspondence Principle - Measuring educational achievement - Impacts on educational achievement
Skills (incl. links to prior and future learning)	AO1 - AO2 - AO3 - Independent Learning - Critical Thinking - Cultural Understanding	AO1 - AO2 - AO3 - Independent Learning - Critical Thinking - Cultural Understanding	AO1 - AO2 - AO3 - Evaluate Key Concepts - Construct Balanced Arguments - Cultural Understanding - Critical Thinking - Independent Learning Proof-reading - Drafting - Planning	AO1 - AO2 - AO3 - Evaluate Key Concepts - Construct Balanced Arguments - Cultural Understanding - Critical Thinking - Independent Learning Proof-reading - Drafting - Planning	AO1 - AO2 - AO3 - Evaluate Key Concepts - Construct Balanced Arguments - Cultural Understanding - Critical Thinking - Independent Learning Proof-reading - Drafting - Planning	AO1 - AO2 - AO3 - Evaluate Key Concepts - Construct Balanced Arguments - Cultural Understanding - Critical Thinking - Independent Learning Proof-reading - Drafting - Planning

Curriculum Map – Year 10

Assessment Focus	End of unit written GCSE Practice Paper	End of unit written GCSE Practice Paper	Unit mid-point 12-mark essay	End of unit written GCSE Practice Paper	Unit mid-point 12-mark essay	End of unit written GCSE Practice Paper
Reading Opportunities	Reading research, news articles Revision materials: https://www.amazon.co.uk/GCSE-Sociology-Complete-Revision-Practice/dp/0008535027/ref=sr_1_2_sspa?crid=2WELEDRISW7UC&dib=eyJ2IjoiMSJ9.zuzVr5FCwQararnj8yl6N9POHbOxtY64QjDWKAITlI4k-3xy-kLAbQPg4pmaKJ0aZJRPsWAKcpAphyF-JT7Zr7TG7E_NCCAE81QpPmNEDkgzk9cxS38IwNlyr4xAScrIVh0rb97KuDDcIBYC4HzrOZRg9emjtv6KEiZWoOHNuv5itrphHsLJsR1wX_7Zld4X6VlaU0rHSVt5WkvRBzDIGfPipr4Tf8eaNNwGF8izJPE.qSut2yiLllKf60eddU8T7TpBY7EqF_jnwSnMkjeI7dU&dib_tag=se&keywords=aqa+sociology+gcse+revision&qid=1726584334&sprefix=aqa+sociology+gcse+revision%2Caps%2C77&sr=8-2-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&psc=1					
Careers (enrichment opportunities and futures)	Students can progress into 6th form and take A level Sociology. A degree in sociology will prepare you for careers in fields such as: ● Police and probation services. ● Local and central government. ● Social and market research. ● Charitable, counselling and voluntary organisations. ● Public relations, journalism and communications. ● Media and marketing. ● Law firms and the criminal justice system.					