

Curriculum Map – Year 10

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Twisted Faces and Cubism How do you interpret Cubist Portraits	Twisted Faces and Cubism How do you interpret Cubist Portraits	Twisted Faces and Cubism How do you interpret Cubist Portraits	Abstract Nature and natural forms in Art	Abstract Nature and natural forms in Art	Abstract Nature and natural forms in Art
Knowledge (incl. links to prior and future learning)	Developing technical art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked to Cubism, Portraiture and expressionism to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on	Developing technical art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked Cubism, Portraiture and expressionism to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting	Continuing to develop and refine drawing and observational skills with competent and consistent progress learnt in KS3. Accurately use and understand Power and Cubism, Portraiture and expressionism Artists to expand contextual and literacy skills. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials,	Continuing to develop and refine drawing and observational skills with competent and consistent progress learnt in KS3. Researching Artists such as Freida Kahlo and Georgia O'Keeffe and Photographers such as Edward Weston and Karl Blossfeldt to expand contextual, unanalytical and literacy skills. Developing creative imagination. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response.	Continuing to develop and refine drawing and observational skills learnt in KS3. Researching Artists such as Freida Kahlo and Georgia O'Keeffe and Photographers such as Edward Weston and Karl Blossfeldt to expand contextual, unanalytical and literacy skills. Developing creative imagination. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and	Continuing to develop and refine drawing and observational skills learnt in KS3. Researching Artists such as Freida Kahlo and Georgia O'Keeffe and Photographers such as Edward Weston and Karl Blossfeldt to expand contextual, unanalytical and literacy skills. Developing creative imagination. By undertaking Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and

Curriculum Map – Year 10

	the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.	point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.	techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.	Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.	generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.	generate idea , explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project.
Skills (incl. links to prior and future learning)	Develop and experiment with different techniques and Materials How to apply them in your	Develop and experiment with different techniques and Materials How to apply them in your	Develop and Experiment with different techniques and Materials How to apply them in your	Develop and Experiment with different techniques and Materials How to apply them in your	Develop and experiment with different techniques and Materials How to apply them in your	Develop and experiment with different techniques and Materials How to apply them in your

Curriculum Map – Year 10

	work. Refining drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists linked to Picasso, Paul Nash and other Cubist/expressionistic Artists. Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists linked to Picasso, Paul Nash and other Cubist/expressionistic Artists. Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills.	work. Refining drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills.	work. Refining drawing, painting, designing embedding the use of the formal elements of Art	work. Refining drawing, painting, designing embedding the use of the formal elements of Art
Assessment	4 Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills • Present your work and producing a final outcome	4 Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills • Present your work and producing a final outcome	4 Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills • Present your work and producing a final outcome	4 Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills • Present your work and producing a final outcome	4 Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills • Present your work and producing a final outcome	Main Assessment Objectives: • Develop ideas • Refine and improve your work • Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome
Cross-curricular links	Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric	Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling

The Chalfonts Community College

"Success is an Attitude"

[illegible]

Curriculum Map – Year 10

	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Under ... Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma
Careers (enrichment opportunities and futures)	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!

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 treat diseases such as cancer.	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 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.

Curriculum Map – Year 10

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 different diseases and disorders that effect the body that can include diabetes.
Assessment	B4 Bioenergetics Test	Immunity Assessment – 2 SIRs	Whole Immunity Assessments	B10 Nervous System	B11 Hormones and Nerves Assessment
Cross-curricular links	PE- Respiration and how body deals with exercise.	• PSCHS - 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 • PSCHS - 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.
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.
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

Curriculum Map – Year 10

						Prior knowledge 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. 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	Knowledge check so far 1.1 MCQs, 3 marks, 2 and 6 marks (application)	End of topic assessment 1.1 and 1.2 MCQs, 3 marks, 2 and 6 marks (application)	End of topic assessment 1.3 MCQs, 3 marks, 2, 6 marks (application), 9 marks	1.3 - 9 and 12 mark assessment Progress Exams Theme 1 Paper (2025 paper)	End of topic assessment 1.4 and 1.5	Calculation assessment – quantitative skills. Recall assessment 1.1-1.5
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	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	Geography – globalisation, locational decisions.	Design Technology - students are familiar with CAD/CAM (and with different methods of production – technology based methods.	Geography – globalisation, locational decisions.

Curriculum Map – Year 10

	responses (throughout course).		data with those who have studied statistics.		Geography – globalisation and stakeholders.	
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-re-dfern/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-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 bitesize - 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

Computing	Autumn 1 Autumn 2 Spring 1	Spring 2	Summer 1 Summer 2
Overview and key questions	Topics: CPU Architecture, Performance, Embedded, Data Units, Storage, Compression, Systems, Primary & Secondary storage. Key Questions: How is data stored and compressed? How does the CPU work? What are the types and uses of memory and storage?	Topics: Networks, Cybersecurity, Operating Systems, Utility Software Key Questions: How do networks work? How do we secure systems?	Topics: Computational Thinking, Algorithms, Programming Fundamentals Key Questions: How do we solve problems using algorithms?
Focus			
Knowledge (incl. links to prior and future learning)	CPU components (ALU, CU, Cache, Registers), Von Neumann Architecture, Clock speed, Cache size, Cores, Embedded Systems (uses, examples), RAM vs ROM, Virtual Memory, Secondary Storage types (Optical, Magnetic, Solid State), storage characteristics (Capacity, Speed, Portability, Durability, Reliability, Cost). Binary, Denary, Hexadecimal conversions. Data storage units (bits to gigabytes), Binary shifts, Character sets (ASCII, Unicode), Image and Sound representation (Pixels, Metadata, Sample rate, Bit depth), Compression types (Lossy, Lossless).	Network types (LAN, WAN), Client-server vs peer-to-peer networks, Network hardware (Routers, NIC, Switches), Protocols (TCP/IP, HTTP, FTP, etc.), Cyber threats (Malware, Phishing, SQL Injection), Security measures (Firewalls, Encryption), Operating systems, Utility software.	Problem-solving (Abstraction, Decomposition, Algorithmic thinking), Pseudocode, Flowcharts, Searching and Sorting algorithms, Programming constructs (Sequence, Selection, Iteration), Data types, File handling, Arrays, Functions, Procedures, Random number generation.
Skills (incl. links to prior and future learning)	Identify CPU functions and performance factors. Understand and differentiate between RAM and ROM as well as storage options and their best use cases. Perform data conversion and understand how images and sound are represented and compressed digitally.	Design and troubleshoot networks, identify vulnerabilities and use operating systems effectively.	Design and troubleshoot networks, identify vulnerabilities and use operating systems effectively.
Assessment	End of Unit test, weekly assignments, Mock tests and continuous feedback through one-to-one meetings.	End of Unit test, weekly assignments, Mock tests and	End of Unit test, weekly assignments, Mock tests and continuous feedback

Curriculum Map – Year 10

		continuous feedback though one-to-one meetings.	though one-to-one meetings.
Cross-curricular links	Maths: Binary conversions, Storage calculations. Physics: Understanding network signals, Sound representation Design Technology: Embedded systems, User Interface design Geography: WANs and Cloud storage in global connectivity Business: Cybersecurity, Data storage for enterprises	Maths: Binary conversions, Storage calculations. Physics: Understanding network signals, Sound representation Design Technology: Embedded systems, User Interface design Geography: WANs and Cloud storage in global connectivity Business: Cybersecurity, Data storage for enterprises	Maths: Binary conversions, Storage calculations. Physics: Understanding network signals, Sound representation Design Technology: Embedded systems, User Interface design Geography: WANs and Cloud storage in global connectivity Business: Cybersecurity, Data storage for enterprises
Reading Opportunities	GCSE Books: Oxford Revise: OCR GCSE Computer Science, Python Programming Guide, etc. Further Reading: "Computer Systems: Programmer's Perspective," "Networking for Dummies," "Modern Operating Systems."	GCSE Books: Oxford Revise: OCR GCSE Computer Science, Python Programming Guide, etc. Further Reading: "Computer Systems: A Programmer's Perspective," "Networking for Dummies," "Modern Operating Systems."	GCSE Books: Oxford Revise: OCR GCSE Computer Science, Python Programming Guide, etc. Further Reading: "Computer Systems: A Programmer's Perspective," "Networking for Dummies," "Modern Operating Systems."

Curriculum Map – Year 10

Careers (enrichment opportunities and futures)

- Computer Systems Analyst • Performance Engineer • Embedded Systems Developer • Database Administrator • Storage Engineer
- Firmware Engineer
- Systems Administrator • Storage Architect
- Storage Consultant
- Data Analyst
- Software Developer • Digital Archivist
- Multimedia Designer • IT Support Specialist • Computer Systems Analyst • Web Developer Learning

- Engineer/Architect
- Cybersecurity Analyst/Engineer • Software Developer
- Systems Administrator
- Database Administrator/Engineer
- IT Support Specialist
- Software Developer/Engineer
- Web Developer
- Data Scientist/Analyst

- Game Developer
- Systems Analyst
- Cybersecurity Specialist
- Robotics Engineer
- Database Administrator
- Mobile Application Developer
- IT Consultant
- Artificial Intelligence and Machine Engineer

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
Assessment	Quantitative Chemistry	Chemical Change		Rates of Reaction		Organic Chemistry

Curriculum Map – Year 10

Cross-curricular links	Mass and weighing objects- Math and Food Technology.	Metals- and their uses- Engineering.	Food Technology- How to increase cooking time.	- PSCE - Alcohol Use and its 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

Dance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn Term will introduce students to the structure of the BTEC Tech Award in Performing Arts (Dance focus), providing an overview of all three components and beginning to develop the core skills needed for success. Students will gain confidence in practical dance, research, and reflective tasks.		Component 1 Exploring the Performing Arts			Component 2 Developing Skills & Techniques for Live Performance
Overview and Key Questions	What skills and knowledge will help me to succeed across all components of the course, and how can I begin to apply them in practical and written contexts?		What are the creative intentions, performance styles, and key characteristics of professional dance works and practitioners?	How are key roles, responsibilities, and skills applied in the creation and performance of professional dance works?	How can we use practical exploration of repertoire to deepen our understanding of style, technique, and professional approaches in dance?	How can we develop our technical dance skills and apply them effectively in performance?
Knowledge (incl. links to prior and future learning)	Students will be introduced to the three components of the course and their assessment requirements while gaining a basic understanding of key dance styles such as contemporary, jazz, and hip hop, and how these appear in professional repertoire. They will begin to develop awareness of professional practitioners and industry roles, alongside learning key vocabulary to describe dance technique, performance skills, and choreographic devices. This foundation will support future learning by preparing students for Component 1 analysis of professional works, Component 2 rehearsal and performance processes, and Component 3 creative responses to a brief.		In Component One of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students will develop their understanding of how professional dance works are created, structured, and performed. They will explore the creative intentions behind choreography, examining how themes, emotions, and narratives are communicated	In Component One of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students will examine how key roles, responsibilities, and skills are applied in the creation and performance of professional dance works. They will explore the different roles within the dance industry, including choreographers, dancers, and rehearsal	In Component One of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students will investigate how practical exploration of repertoire can deepen their understanding of style, technique, and professional approaches in dance. By learning and rehearsing extracts from professional works, students will experience first-hand	In Component Two of the BTEC Tech Award in Performing Arts (Dance focus), students gain knowledge of how to develop and apply technical dance skills effectively in performance. They learn about posture, alignment, coordination, flexibility, strength, and control, alongside performance qualities such as musicality,

Curriculum Map – Year 10

		through movement choices. Students will study a range of performance styles, from contemporary to hip hop, and evaluate how practitioners use these styles to engage audiences. Through analysis of key characteristics, such as the use of space, dynamics, music, and costume, students will learn how choreographers shape meaning and how individual practitioners contribute their own artistry and vision. This knowledge underpins students' ability to critically analyse professional repertoire and apply these insights to their own performance and creative practice.	directors, and understand the responsibilities each carries in bringing a piece from concept to performance. Students will analyse the essential skills required—such as creativity, discipline, collaboration, and technical ability—and how these are demonstrated in professional contexts. By studying how practitioners work together to develop, refine, and present dance works, students will gain insight into the professional processes of the performing arts industry and apply this knowledge to their own practice.	how choreographic choices are expressed through movement and performance. They will develop technical and expressive skills appropriate to different styles while gaining insight into the demands placed on professional dancers. Through this process, students will also reflect on rehearsal methods, performance discipline, and stylistic qualities, allowing them to build connections between theory and practice. This approach equips students with a stronger appreciation of professional expectations and informs the development of their own performance work.	projection, and Students also explore how these skills are refined through structured rehearsal processes and how they can be adapted to suit different dance styles. This knowledge enables learners to understand the demands of live performance, preparing them to demonstrate technical accuracy, expressive quality, and professionalism on stage.
Skills (incl. links to prior and future learning)	Students will focus on building confidence in performance through short practical workshops while developing collaboration and teamwork skills in group activities. They will be introduced to research and note-taking techniques to prepare for controlled assessments and will begin to practise reflective writing and self-evaluation. These foundation skills will be deepened in Component 1 through analysis and evaluation, applied practically in Component 2 during rehearsal and performance, and	They learn how to analyse professional repertoire, identifying themes, messages, and choreographic intentions. Learners build the ability to compare and contrast different performance styles, recognising how movement vocabulary,	Learners build skills in analysing how collaboration and communication contribute to the creative process, as well as how discipline, technical ability, and professionalism are demonstrated in practice. They also	Through learning and rehearsing extracts from professional repertoire, learners strengthen their technical skills such as accuracy, control, coordination, and physicality, while also developing expressive skills including	In Component 2 of the BTEC Tech Award in Performing Arts (Dance focus), students develop key technical skills such as strength, flexibility, balance, coordination, and control, alongside expressive skills including projection,

Curriculum Map – Year 10

	synthesised in Component 3 when responding creatively to a set brief.	structure, and use of production elements contribute to meaning. They also develop research skills through investigating practitioners and their work, alongside critical reflection skills that enable them to articulate their findings clearly.	develop critical reflection skills, enabling them to evaluate how practitioners apply their expertise to create and perform work effectively.	musicality, projection, and characterisation. They build adaptability by working across a variety of styles and approaches, alongside rehearsal skills such as discipline, focus, and responsiveness to feedback. Learners also enhance their ability to reflect critically on their own work, linking practical exploration with theoretical understanding of professional practice	musicality, focus, and interpretation. They also gain the ability to apply these skills in different dance styles, adapting their movement to suit choreographic demands. Through regular practice and performance opportunities, students build confidence, discipline, and precision, learning how to combine technical accuracy with expressive qualities to create engaging and effective performances.
Assessment	Low-stakes, formative assessments to build familiarity with both practical performance and written analysis. Informal performance showings with peer and teacher feedback. Short written tasks analysing a professional dance excerpt to introduce Component 1 expectations. Emphasis on preparation notes, organisation, and vocabulary use in line with controlled assessment practice.	The assessment focus for Component One of the BTEC Tech Award Level 2 in Performing Arts (Dance focus) is on learners' ability to research, analyse, and evaluate professional dance works and practitioners. Outcomes require students to demonstrate understanding of creative intentions, performance styles, key characteristics, and professional roles and responsibilities within the dance industry. Learners are assessed on how effectively they can communicate their findings through written analysis, presentation, or other appropriate formats, showing critical insight and the ability to draw connections between professional practice and their own developing skills as dancers. DEADLINE - Beginning of May			The assessment focus for Component Two of the BTEC Tech Award Level 2 in Performing Arts (Dance focus) is on learners' ability to develop and apply technical and performance skills through rehearsal and performance. Outcomes require students to demonstrate control, accuracy, and expression in practical work, while also showing evidence of rehearsal discipline and professionalism. Learners are assessed on how effectively they can

Curriculum Map – Year 10

			refine their work time, respond to feedback, and apply reflective practice to improve performance quality. They must show progress in both technical and expressive skills, demonstrating how these are applied in performance to meet the demands of a chosen dance style.
Cross-curricular links	English – literacy and writing skills for analysis and evaluation. PE – fitness, body awareness, coordination, and safe practice. History – exploring cultural and historical context of dance styles. PSHE – confidence, teamwork, resilience, and communication. Music – rhythm, timing, and relationship between sound and movement. ICT / Media – use of digital resources to research practitioners and record/review practical work.	English – developing written communication, analysis, and evaluative writing skills when researching and reflecting on professional works. History – exploring the historical and cultural context of different dance styles and practitioners. PSHE / Personal Development – building confidence, resilience, teamwork, and self-reflection through rehearsal and performance. Physical Education (PE) – developing physical fitness, coordination, flexibility, and body awareness. Music – understanding rhythm, tempo, and the relationship between movement and sound. Art and Design – exploring costume, set, and visual elements that contribute to performance. ICT / Digital Media – using technology to research practitioners, analyse recordings of professional repertoire, and create presentations or portfolios. Business Studies – gaining insight into the roles, responsibilities, and organisational structures within the performing arts industry.	PE / Sport Science – physical fitness, flexibility, strength, stamina, safe practice, and injury prevention. Biology – understanding anatomy, the muscular and skeletal systems, and how the body supports movement. English – reflective writing, evaluation, and use of subject-specific vocabulary in rehearsal logs. PSHE / Personal Development – teamwork, resilience, confidence, self-management, and communication. Music – musicality, timing, phrasing, and the relationship between movement and sound. ICT / Media – filming rehearsals, analysing performance footage, and using digital tools for

Curriculum Map – Year 10

			reflection and improvement. Business Studies – understanding professionalism, organisation, and transferable workplace skills.
Reading Opportunities	Short biographies and articles on professional practitioners. Dance reviews from newspapers, magazines, or online platforms. BTEC assessment briefs and specifications. Glossaries of dance vocabulary and key terminology. Programme notes or extracts from professional companies' resources.	Researching professional practitioners – reading biographies, interviews, and articles about choreographers and dancers. Dance theory and history texts – exploring books or extracts on different dance styles, cultural influences, and historical developments. Programme notes and performance leaflets – engaging with contextual information provided by professional companies.	Biographies and interviews with choreographers, dancers, and artistic directors. Dance history and theory texts covering key practitioners, styles, and cultural influences. Reflective journals and rehearsal logs (peer and self) to strengthen reading comprehension of evaluative writing.
Careers (enrichment opportunities and futures)	Professional dancer, choreographer, dance teacher, rehearsal director, artistic director, arts administrator, stage manager	Professional dancer, choreographer, dance teacher, rehearsal director, artistic director, dance movement specialist, dance therapist, arts administrator, lighting designer, costume designer, stage manager, composer, dance critic, digital media specialist	Professional dancer, choreographer, rehearsal director, artistic director, dance captain, stage manager, rehearsal assistant, costume designer, dance film specialist

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 practicals involving skills based tasks.	Materials and their working properties Polymers & mini practical (Mobile phone holder 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 – 1 st 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	Assessment Theory - unit test 1: short and long answers. Practical – Prototype against exam board requirements.	Assessment Theory - unit test 2: short and long answers. Practical – Prototype against exam board requirements.	Assessment Theory - unit test 3: short and long answers. A3 folder and model against exam board requirements.	Assessment Theory - unit test 4: short and long answers. A3 folder and model against exam board requirements.	Assessment – A3 folder and model against exam board requirements.	Assessment – NEA progress against weekly deadlines to 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.
Reading Opportunities	PG online AQA GCSE (9-1) Design and Technology text book.	PG online AQA GCSE (9-1) Design and Technology text book.	PG online AQA GCSE (9-1) Design and Technology text book.	PG online AQA GCSE (9-1) Design and Technology text book.	PG online AQA GCSE (9-1) Design and Technology text book.	 PDF document PG online AQA GCSE (9-1) Design and Technology text book.

Curriculum Map – Year 10

	CGP GCSE AQA Design and Technology revision guide.	CGP GCSE AQA Design and Technology revision guide.	CGP GCSE AQA Design and Technology revision guide.	CGP GCSE AQA Design and Technology revision guide.	CGP GCSE AQA Design and Technology revision guide.	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 costs of materials and wastage of materials and the impact on a business.	Learning the costs of materials and wastage of materials and the impact on a business.	Learning the costs 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.

Digital Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Fear How can we depict Fear in Photography/ Digital Art?	Fear How can we depict Fear in Photography/ Digital Art?	Fear How can we depict Fear in Photography/ Digital Art?	Fragments How can you use fragmentation in photography and digital Art?	Fragments How can you use fragmentation in photography and digital Art?	Fragments How can you use fragmentation in photography and digital Art?

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	Developing technical digital art skills learnt in KS3 such as the Formal elements of Art. Progressing with Photoshop skills when editing photographs. Camera and photography skills learning to look at the environment through a lens. Applying these to creating competent and consistent levels of work. Researching Artists linked to B Movies and Fear to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work. By undertaking Digital Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will	Developing technical digital art skills learnt in KS3 such as the Formal elements of Art. Progressing with Photoshop skills when editing photographs. Camera and photography skills learning to look at the environment through a lens. Applying these to creating competent and consistent levels of work. Researching Artists linked to B Movies and Fear to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work. By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting	Developing technical digital art skills learnt in KS3 such as the Formal elements of Art. Progressing with Photoshop skills when editing photographs. Camera and photography skills learning to look at the environment through a lens. Applying these to creating competent and consistent levels of work. Researching Artists linked to B Movies and Fear to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work. By undertaking Digital Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will	Continuing to develop and refine Photography, photoshop and observational skills with competent and consistent progress learnt in KS3 Accurately use and understand the topic of Reflections Researching Artists Such as David Hockney Amanda Clyne and Martin O'Neil to expand contextual and literacy skills. By undertaking Digital Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and	Continuing to develop and refine Photography, photoshop and observational skills with competent and consistent progress learnt in KS3 Accurately use and understand the topic of Reflections Researching Artists Such as David Hockney Amanda Clyne and Martin O'Neil to expand contextual and literacy skills. By undertaking Digital Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every	Continuing to and refine Photography, photoshop and observational skills with competent and consistent progress learnt in KS3 Accurately use and understand the topic of Reflections Researching Artists Such as David Hockney Amanda Clyne and Martin O'Neil to expand contextual and literacy skills. By undertaking Digital Art in year 10 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every
--	--	---	--	--	---	---

The Chalfonts Community College

"Success is an Attitude"

[illegible]

Curriculum Map – Year 10

	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fear and inspiration from B Movie posters from the 1950's Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fear and inspiration from B Movie posters from the 1950's Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fear and inspiration from B Movie posters from the 1950's Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fragments. Such as David Hockney and more. Creating outcomes linked to the topic competently and meaningfully.	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fragments. Such as David Hockney and more. Creating outcomes linked to the topic competently and meaningfully.	work. Refining drawing, photography skills techniques used to create Art work in the style of different artists the theme of Fragments. Such as David Hockney and more. Creating outcomes linked to the topic competently and meaningfully.
Assessment	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing/painting, Photography and modelling skills Present your work and producing a final outcome
Cross-curricular links	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English (e.g.,	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English (e.g.,	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English (e.g.,	Maths (e.g., proportion, scale, geometry, pattern, symmetry Technology, English (e.g.,

Curriculum Map – Year 10

	storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).	(e.g., storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).	storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).	(e.g., storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).	storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).	storytelling through art, and remembering our past. Media – Film posters and advertising Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms).
Reading Opportunities	Art of the B Movie Poster by Adam Newell Pete Tombs Stephen Jones ... Isms Understanding Modern Art By Sam Phillips ... Isms Understanding Art By Stephen Little	Art of the B Movie Poster by Adam Newell Pete Tombs Stephen Jones ... Isms Understanding Modern Art By Sam Phillips	Art of the B Movie Poster by Adam Newell Pete Tombs Stephen Jones ... Isms Understanding Modern Art By Sam Phillips ... Isms Understanding Art By Stephen Little	David Hockney, Photographs by David Hockney ... Isms Understanding Modern Art By Sam Phillips ... Isms Understanding Art By Stephen Little	David Hockney, Photographs by David Hockney ... Isms Understanding Modern Art By Sam Phillips ... Isms Understanding Art By Stephen Little	David Hockney, Photographs by David Hockney ... Isms Understanding Modern Art By Sam Phillips ... Isms Understanding Art By Stephen Little

Curriculum Map – Year 10

	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Art By Stephen Little ... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Understanding Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma	... Isms Under ... Photography By Emma Lewis ... Isms Understanding Architecture By Jeremy Melvin Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma
Careers (enrichment opportunities and futures)	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more!

Curriculum Map – Year 10

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	<u>Component 1 Understanding Drama</u> Bertold Brecht	<u>Component 1 Understanding Drama</u> Blood Brothers	<u>Component 1 Understanding Drama</u> Blood Brothers	<u>Component 2 Devising Drama Performance</u> Rehearsals	<u>Component 2 Devising Drama</u> Internally Assessed performance	<u>Component 2 Devising Drama</u> Written Coursework (logbook)
Knowledge (incl. links to prior and future learning)	Students will prepare for this written exam and for their devised unit by practically studying BRECHT. Building their understanding to enable them to produce drama and to consider semiotics, proxemics and staging.	Studying BLOOD BROTHERS; to know and understand the characteristics of the whole play. Section A Theatre roles and terminology Section B Set Text Section C Live Theatre	Stimuli for Component 2 (next half term) will be given for the students to consider. Studying BLOOD BROTHERS; to know and understand the characteristics of the whole play. Section A Theatre roles and terminology Section B Set Text Section C Live Theatre	Students are allocated their groups and design students will make this known. They will be in full swing of rehearsals this half term. At the end of the term the students perform a Mock. Design options are: -Lighting Design -Costume Design -Set Design -Sound Design -Puppet Design	With just a few weeks left before the final performance exam students will use the feedback from the mock to make last minute improvements / developments to their performance.	Students will have been doing this alongside the practical 'Devising Drama' unit but now have the time to finalise the work. The devising log can consist of words, sketches and recordings.
Skills (incl. links to prior and future learning)	Revising over terminology, structure, content, exam techniques and raising grades. Building team work and decision making skills. Design elements considered.	Building an ability to: -Analyse live theatre -Evaluate -Use subject Terminology -Confidently structure responses -Hit the criteria -Be prepared -Exam techniques	Building an ability to: -Analyse live theatre -Evaluate -Use subject Terminology -Confidently structure responses -Hit the criteria -Be prepared -Exam techniques	They will direct and perform their two extracts to an invited audience in preparation for their actual exam next half term.	PERFORMANCE EXAM (INTERNALLY ASSESSED - externally moderated) After the performance exam students will focus on finalising the log books to accompany Component 2.	Recording information, organising documents, research, analysis and evaluation of subject matter. Use of technical drama terms.

Curriculum Map – Year 10

Assessment Focus	Assessment: In class performance including analysis of own and each others work	Assessment: Practice exam papers Written YR10 exams	Assessment: Practice exam papers Written YR10 exams	Assessment: Mock performance - feedback and analysis	Assessment Internally assessed devised performance	Assessment Written coursework (log books) - Internally marked over the summer break.
Cross-curricular links	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production	Performance skills Musical Theatre Club Talent show Dance Show(s) School Production
Reading Opportunities	Blood Brothers - <i>Willy Russell.</i>	Blood Brothers - <i>Willy Russell.</i>	Blood Brothers - <i>Willy Russell.</i>	Blood Brothers - <i>Willy Russell.</i>	Blood Brothers - <i>Willy Russell.</i>	Blood Brothers - <i>Willy Russell.</i>
Homework Opportunities	Line learning, reading, analysis, research, rehearsals.	Line learning, reading, analysis, research, rehearsals.	Line learning, reading, analysis, research, rehearsals.	Line learning, reading, analysis, research, rehearsals.	Line learning, reading, analysis, research, rehearsals.	Line learning, reading, analysis, research, rehearsals.
Careers (enrichment opportunities and futures)	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.	Acting, Directing, Team building, Cooperation, Teaching, Review, Writing.

Engineering OCR Cambridge National	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	R014: Reading engineering drawings R015: Interpreting engineering drawing in preparation for manufacture	R014: Engineering materials R015: Planning for manufacture/risk assessment	R014: Manufacturing processes R015: Workshop practice – marking out and using tools/equipment	R014: Manufacturing processes R015: Workshop practice/NEA Assessment (working on)	R014: Manufacturing processes R015: Workshop practice/NEA Assessment (working on)	R015: Assessment submission for mock

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	Show understanding to standard drawing conventions and interpret drawings in preparation to manufacture components by hand and machine.	Accurately plan for manufacture by hand and machine will	Programming for computer numerical control (CNC), and to be able to perform quality control checks	Risk assessment activities, planning, developing standard operating procedures and through demonstrating safe working in practice in the workshop	Metal and the tools and fixings and fastenings used to make products.	Learning how to interpret drawings in preparation to manufacture
Skills (incl. links to prior and future learning)	Manufacturing in scale using Computer Aided Design (CAD)/Computer Aided Manufacture.	(CAM) software to programme a CNC machine. 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	Assessment Theory (Area 1&2) - unit test (Past paper) Two practical – Manufacturing against exam board requirements.	Assessment Theory - (Area 2&4) unit test (Past paper) Two practical – Manufacturing against exam board requirements.	Assessment – Portfolio and 2 units model against exam board requirements.	Assessment – Portfolio and 2 units model against exam board requirements.	Assessment – Portfolio and 2 units model against exam board requirements.	Assessment – Folder Examination questions & NEA
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.

Curriculum Map – Year 10

Reading Opportunities	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books	Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books
Careers (enrichment opportunities and futures)	Learning about the different scales of production when manufacturing products. Future opportunities in Manufacturing, Processing and Control.	Learning about- planning the production of a one-off product. Future opportunities in Manufacturing, Processing and Control.	Learning about materials and wastage of materials and the impact on a business and globalisation. Future opportunities in Manufacturing, Processing and Control.	Learning safely using processes and equipment to make products in quantity. Future opportunities in Manufacturing, Processing and Control.	Learning how to safely use processes, tools and equipment to make a product. Future opportunities in Manufacturing, Processing and Control.	Learning how to draw to scale and manufacture to requirements. Future opportunities in Manufacturing, Processing and Control.

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 <i>An Inspector Calls</i>	Literature Paper Two: Modern Texts <i>Poetry</i>	English Language Paper 1	Literature Paper One: Shakespeare <i>Macbeth</i>	Literature Paper One: Shakespeare <i>Macbeth</i>	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: 1. Poppies 2. War Photographer 3. Remains 4. Kamikaze 5. The Emigree	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 their final GCSE exam.	Students will develop their knowledge of Shakespeare and the play 'Macbeth'. 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 'Macbeth'. 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

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 developed 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 developed 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 skill 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	Analytical essay.	Analytical essay.	Language Paper 1 – completed paper (reading and writing sections)	Analytical essay.	Analytical essay.	Comparative analytical essay.
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.

Curriculum Map – Year 10

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	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Recap of key vocab/topics grammar Technology Hobbies and interests		Technology Hobbies and interests		Identity and culture Family, relationships/ friendships	
Knowledge (incl. links to prior and future learning)	<u>Grammar:</u> Opinion verbs + a definite article + noun (e.g. <i>j'aime le basket</i>) + a verb in the infinitive (e.g. <i>j'aime jouer ...</i>) <u>Pronunciation and phonics:</u> The letter <i>é</i> Final consonants <i>-n, -s, -t</i> and <i>-x</i> Liaison before a vowel		<u>Grammar:</u> Irregular verbs in present tense: <i>aller, avoir, être, faire; je bois, je lis</i> Using <i>on</i> to mean 'we' Partitive articles after <i>faire / jouer</i> with activities/instruments <i>au/à la</i> after <i>jouer + sport / aller + place</i> Negatives: <i>ne ... pas</i> Asking questions Near future <i>aller inf</i> Perfect tense		<u>Grammar:</u> Possessive adjectives <i>mon, ma, mes</i> Emphatic pronouns after prepositions (<i>pour, avec</i>): <i>moi, toi</i> Reflexive verbs in present tense (<i>se lever</i>) Direct object pronouns (<i>le, la</i>) 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. <i>mais, par contre</i> Time frequency expressions (but avoiding negatives), e.g. <i>je fais ça souvent</i> <i>C'est + adjective</i> <u>Pronunciation and phonics:</u> Pronouncing <i>Est-ce que ...? / Qu'est-ce que ...?</i>		<u>Pronunciation and phonics:</u> <i>è / ai / ê</i> (<i>père, j'aime, vêtements</i>) <i>œu / open eu</i> (<i>sœur, heure</i>)	

Curriculum Map – Year 10

		Watching out for silent final 'e' and silent final consonants such as -s, -t and -x (e.g. <i>chose</i> , <i>jeux</i>); silent verb endings -e, -es and -ent	
Assessment	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		
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition		
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	Topic 1 Hazards	Topic 2 Development Dynamics	Topic 3 Urbanising World See Hazards	Topic 4 UK Physical Geography See Hazards	Topic 5 UK Urban Geography See Hazards	Topic 6 Geographical Investigations See Hazards
Overview and Key Questions	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.					
Specification: Pearson Edexcel B https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf	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 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 the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level.					
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.					

Curriculum Map – Year 10

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 the 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	In class, marked and graded assessment using GCSE questions & mark schemes with detailed feedback to students on 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. 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 What were the Range Wars? What happened when the “Red Indians” resisted the white settlement of the Great Plains? When was the Frontier declared closed?	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? How did the Normans change England? What happened after King William died?	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 Early Modern England?	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?”

Curriculum Map – Year 10

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 Twenty first centuries.	The Jack the Ripper murders
Skills (incl. links to prior and future learning)	Cause and consequence. Significance.	Cause and consequence. Significance.	Cause and consequence. Significance.	Change and continuity.	Change and continuity.	Cause and consequence. Significance. How to follow up a source.
Assessment	Explain one consequence of the beliefs of the Plains Indians in their relation with white Americans. 4 marks Explain the importance of the buffalo to the Plains Indians? 8 marks. Write a narrative account of the failure of the Donner Party. 8 marks	Explain the importance of the Homestead Act for settlement of the west. 8 marks Explain one consequence of the Range Wars. 4 marks Write a narrative account of the Battle of Little Big Horn. 8 marks	Explain why there was a succession crisis at the start of 1066? 12 marks Explain why Duke William of Normandy won the Battle of Hastings? 12 marks Describe one feature of Norman castles? 4 marks Describe one of the Harrying of the North. 4 marks	Explain how law and order developed between Anglo Saxon times and the end of the Middle Ages? 12 marks Explain how law and order developed between the end of the Middle Ages and Early Modern times? 12 marks	Explain how law and order developed between Early Modern England and Victorian England? 12 marks Explain how law and order developed in the Twentieth Century to the present day? 12 marks	Describe one feature of housing problems in Whitechapel. 2 marks Describe one feature of investigative policing in Whitechapel. 2 marks How useful are Sources A and B for an enquiry into crimes committed in the Whitechapel area in the years c1870 - c1900? 8 marks

Curriculum Map – Year 10

Reading Opportunities					Oliver Twist. Hard Times. Borstal Boy.	

Hospitality and Catering	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1 The Hospitality and Catering Industry					Unit 2 Hospitality and Catering in Action
Overview and Key Questions	Unit 1 - Section 3 & 4	Unit 1 - Section 1		Unit 1 - Section 2	Unit 1 - Retrieval	Introduction to Unit 2
	This unit equips learners with a comprehensive understanding of how hospitality and catering providers operate. Sections 3 and 4 focus on the fundamental pillars of industry compliance: keeping workers safe and ensuring the food served is fit for consumption. Learners will transition from understanding <i>what</i> the industry is to <i>how</i> it operates legally, safely, and efficiently. - Section 3: Health and Safety in Hospitality and Catering - Section 4: Food Safety in Hospitality and Catering	Section 1 serves as the foundational introduction to the entire course. It provides learners with a macro-view of the hospitality and catering sector, exploring the sheer scale, diversity, and structure of the industry. Before diving into the mechanics of operations or safety, learners must understand who the key players are, how businesses are classified, and how the industry contributes to the wider economy. Section 1: Hospitality and Catering Provision		Section 2 shifts the focus from the macro-structure of the industry (Section 1) to the micro-operations of running a successful business. This section is highly practical and commercial, requiring learners to understand the operational standards, financial metrics, and daily workflows that dictate whether a hospitality business thrives or fails. It bridges the gap between knowing <i>who</i> the industry is and understanding <i>how</i> it functions behind the scenes. Section 2: How Hospitality and Catering	This revision unit helps students connect everything they have learned across Unit 1. Instead of looking at each section separately, students will see how topics like business finance, kitchen safety, and food laws all link together in the real world. The main goals are to boost long-term memory, clear up common misunderstandings, and practice the exact types of exam questions they will face in the final WJEC test.	This short module prepares learners for their practical controlled assessment (NEA). Before the official WJEC exam brief drops, students will practice on a "mock brief" to learn how to deconstruct a scenario, pitch the perfect menu, and plan a high-pressure practical exam. The goal is to build confidence, time-management skills, and independent problem-solving so they hit the ground running when the real assessment starts.

Curriculum Map – Year 10

				Providers Operate		
Practical Tasks	Egg Challenge Sausage & Mash Apple Crumble Katsu Curry Shepherds Pie Own Choice	Chicken & Chorizo Jambalaya Scones & Jam Macaroni Cheese Steak Sandwich Puff Pastry Stuffing Pigs in Blankets Own Choice	Chicken Fajita Pie Dauphnoise Potatoes Fresh Pasta Pancakes Deboning Chicken Own Choice	Mini Pavolvas Chicken Cordon Bleu Sweet & Sour Chicken Profiteroles Own Choice	Thai Yellow Curry Ireland's Spice Bag Leek Theme Chicken Fried Rice Own Choice	Spice Chicken Udon Samosas / Spring Rolls Swiss Roll Prawn Toast Own Choice
Knowledge (incl. links to prior and future learning)	<u>Prior Knowledge</u> Practical Cooking Skills: Students enter with hands-on experience using standard kitchen equipment (knives, cookers, blenders). They have practiced basic bridging and claw cutting techniques, weighing and measuring ingredients accurately, and executing simple chemical/physical reactions (e.g., rubbing-in method, boiling, baking, and gelatinisation in basic sauces). The Eatwell Guide & Nutrition: A foundational understanding of the five main food groups, the importance of a balanced diet, and the core macro/micronutrients required for different life stages. Food Choices & Factors: Initial awareness of why people choose certain foods, touching on ethical, religious, medical (allergies/intolerances), and economic factors. Basic Food Safety: Introduction to the "4 Cs" (Cleaning, Cooking, Chilling, Cross-contamination) and personal hygiene routines in a food preparation environment. <u>Future Learning</u> Academic Progression (Level 3): Prepares students for WJEC Level 3 Applied Diploma in Food Science and Nutrition or Level 3 NVQs in Professional Cookery. The theoretical understanding of food safety and nutrition shifts toward deep chemical analysis of food commodities and large-scale catering management. Industry & Workplace Application: The rigorous focus on workflow, high-level presentation, and legislative compliance mimics real-world kitchen brigade systems. Students transition from learners to prospective commis chefs, front-of-house staff, or nutrition assistants who understand the commercial realities of profit margins and food safety audits.					
Skills (incl. links to prior and future learning)	1. Core Subject-Specific Skills • Culinary & Technical Skills: Knife skills (bridge, claw, julienne, chiffonade, dice), precise weighing/measuring, portion control, and advanced food preparation (e.g., deboning poultry, filleting fish, making complex sauces like roux or reduction). • Cooking Techniques & Heat Transfer: Mastery of poaching, braising, baking, roasting, and frying, alongside understanding how heat affects different food commodities. • Presentation & Food Styling: Applying the "clock face" rule, color balancing, garnishing, and styling dishes to a commercial standard. • Health, Safety & Food Hygiene: Mastery of HACCP principles, preventing cross-contamination, correct use of color-coded chopping boards, temperature control (the danger zone), and safe operation of commercial catering equipment.					

Curriculum Map – Year 10

	● Menu Planning & Costing: Balancing a menu for specific demographics (nutritional needs, allergens) and calculating profit margins/po costs. 2. Transferable & Employability Skills ● Time Management & Workflow: Creating and executing a strict, timed "dovetailed" production plan for multi-course meals. ● Problem-Solving: Adapting recipes on the fly when ingredients fail, textures aren't right, or time runs short. ● Communication & Teamwork: Simulating front-of-house vs. back-of-house communication, taking criticism constructively during food critiques.				
Assessment	Section 3 & 4 End of Topic Assessment (Exam Style Questions)	Section 1 End of Topic Assessment (Exam Style Questions)	Unit 1 - Mock Paper (Exam Style Questions)	Section 2 End of Topic Assessment (Exam Style Questions)	Practical Focus
Cross-curricular links	Maths - Recipe scaling, ingredient costing, gross profit calculation, and timeline planning Science - High risk food bacteria growth, heat transfer methods, functional properties of ingredients, and nutritional health English - Evaluating dishes in the NEA, interpreting exam command word and using sensory descriptions for menus Geography - Sourcing sustainable ingredients, analysing food miles and exploring international food cultures Business - Studying job roles, corporate structures, food hygiene legislation, and target demographics				
Reading Opportunities	<u>Books</u> ● WJEC Vocational Award Hospitality and Catering Level 1/2: Student Book Paperback – 1 Sept. 2018 by Alison Palmer (Author), Anita Tull (Author) ● Kitchen Confidential (Anthony Bourdain) ● The Secret Chef (Andrew Wong) or Boiling Point (Nathan Outlaw) <u>Podcast</u> ● The Hospitality Mavericks Podcast (Hosted by Michael Tingsager) ● The Food Programme (BBC Radio 4) ● Restaurant Unstoppable (Hosted by Eric Cacciatore) <u>YouTube</u> ● Eater / "Kitchen Confessionals" & "Order Up" series ● Gordon Ramsay / MasterClass & Professional Techniques ● ChefSteps				
Homework Opportunities	● Online Quizzes & Retrieval Practice ● Applied Menu Planning Tasks ● Creating Knowledge Organisers				

Curriculum Map – Year 10

Careers (enrichment opportunities and futures)	Food Preparation & Back of House - Commis Chef, Chef de Partie, Sous Chef, Head Chef, Pastry Chef, Development Chef Food & Beverage Service - Maitre d'Hotel, Head Waiter, Barista, Mixologist, Sommelier Accommodation & Hotel Management - General Manager, Front of House Manager, Receptionist, Concierge, Head House Keeper Events, Tourism & Corporate Catering - Wedding Planner, Conference Centre Manager, Cruise Ship Steward Food Safety, Nutrition & Public Sector - Environmental Health Officer, Dietitian, Nutritionist, Food Health & Safety Consultant
---	--

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	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.		
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 ● Spreadsheets Clerk

Curriculum Map – Year 10

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Percentages, compound measures & data handling. <i>Key Q: How do we compare amounts and interpret data fairly?</i>	Constructions, 3D shapes & sequences. <i>Key Q: How do we construct accurately and generalise patterns?</i>	Pythagoras, trigonometry & similarity. <i>Key Q: How do right-angled triangles help us find lengths & angles?</i>	Probability & indices/standard form. <i>Key Q: How likely is an event? How do we handle very large/small numbers?</i>	Simultaneous equations, inequalities & graphs. <i>Key Q: How do we solve two unknowns? What do non-linear graphs show?</i>	Consolidation & exam preparation. <i>Key Q: How do topics connect synoptically?</i>
Knowledge (incl. links to prior and future learning)	Percentage of/change, increase/decrease, reverse %, compound interest, compound measures, direct & inverse proportion. Sampling, pie charts, scatter diagrams, grouped averages. ← Prior: Y7/8 percentages & averages; Y9 ratio & statistics. → Future: Y11 reverse % & growth/decay; stratified sampling.	Constructing triangles, bisectors, loci. Sectors, pyramids, cones, spheres. Patterns & nth term of linear sequences. ← Prior: Y8 construction & 3D shapes; Y7 sequences/nth term. → Future: Y11 loci & sectors; quadratic nth term (Higher).	Pythagoras (shorter side, isosceles, real-life), trig ratios, lengths & angles, bearings. Congruent triangles, similarity. ← Prior: Y9 Pythagoras, trig & bearings; similarity. → Future: Y11 trigonometry & exact values; KS5.	Combined events, two-way tables, Venn diagrams, tree diagrams. Index laws, standard form. ← Prior: Y9 probability; Y8 indices & standard form. → Future: Y11 Venn/tree diagrams; negative indices.	Elimination & substitution; using simultaneous equations; linear inequalities. Distance–time & velocity–time graphs; quadratic, cubic & reciprocal graphs. ← Prior: Y9 simultaneous equations (graph); linear graphs. → Future: Y11 graphs & inequalities; KS5.	Recap of Year 10 Foundation content; GCSE past papers. ← Prior: all Year 10 units. → Future: Year 11 Foundation curriculum.
Skills (incl. links to prior and future learning)	Calculate with percentages & rates; represent and interpret data. ← Prior: KS3 fractions/decimals/percentages. → Future: GCSE problem-solving.	Use compasses & ruler accurately; calculate volume/surface area; find nth term. → Future: GCSE reasoning & proof.	Apply Pythagoras & SOHCAHTOA; identify congruence & similarity. → Future: GCSE multi-step geometry.	List outcomes; calculate probabilities; compute with indices & standard form. → Future: GCSE problem-solving.	Solve simultaneously; represent inequalities; plot & interpret graphs. → Future: GCSE graph interpretation.	Synoptic problem-solving; exam technique & recall.
Assessment Focus	Sir Marking (ongoing). Formal assessments three times across the year (dates TBC).	Sir Marking (ongoing). Formal assessments three times across the year (dates TBC).	Sir Marking (ongoing). Formal assessments three times across the year (dates TBC).	Sir Marking (ongoing). Formal assessments three times across the year (dates TBC).	Sir Marking (ongoing). Mock assessments in Summer (dates TBC).	Sir Marking (ongoing). Mock assessments in Summer (dates TBC).

Curriculum Map – Year 10

Cross-curricular links	PSHE/Business: financial literacy. Geography: data handling.	DT/Art: technical drawing & design. Science: 3D models.	Geography: bearings & maps. DT: scale models.	Science: standard form for scale. PSHE: risk & chance.	Physics: motion graphs. Economics: supply & demand.	All subjects: applied numeracy.
Careers (enrichment opportunities and futures)	Banking, accounting, market research, retail analytics.	Architecture, engineering, product design, construction.	Surveying, navigation, construction, design.	Insurance, science, computing, finance.	Engineering, economics, data analysis, logistics.	Broad: trades, finance, services, STEM.

Media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Media Language <i>How does media language create meaning?</i>	Representation <i>Compare the representation of age / gender / ethnicity?</i>	Media Language Representation Audience Industry <i>Compare how codes and conventions represent issues?</i> <i>Define the target audience for The Newspaper?</i>	Audience Industry <i>How does The Radio website appeal to audiences?</i> <i>Who regulates the radio industry?</i>	NEA Create a print or audio / visual product based on a set brief. <i>How will you construct representations?</i> <i>How will you target your defined audience?</i>	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.	Investigate the regulation of these industries. Research into the audience and how they are targeted. Consider context and how these industries have evolved over time.	Research Planning Photography Photoshop Premiere	

Curriculum Map – Year 10

			Analyse an unseen newspaper cover. Consider context.	Explore the impact of recent technology advancements.		
Assessment	Media Language Short mark questions. Analysis of print adverts studied.	Representation Long answer companion question. Unseen comparison with magazine studied	Media Language Representation Audience Industry Some short mark questions and an unseen comparison with newspaper studied.	Audience Industry Short and medium mark questions, section B of exam paper.	Use of media language to create meaning. Meet the requirements of the set brief. Students will gain verbal feedback though NEA production. Written feedback given on first draft.	
Reading Opportunities	https://resources.edugas.co.uk/pages/ResourceSingle.aspx?rId=950 https://www.youtube.com/results?search_query=mrs+fisher					

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	Area of Study 3; Rhythms of the World Completing NEA coursework Composition 1 Group performance practice, working	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

Curriculum Map – Year 10

			towards the more difficult target	towards the more difficult target		
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	Initial instrumental level performance solo and group; exam question practice with notes	Area of Study 5 end of topic test Short composition task, use of music technology Assessed Christmas concert performance	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
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	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

Curriculum Map – Year 10

		music technology terms				
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 Safe Me	Autumn 2 Responsible Me	Spring 1 Future Me	Spring 2 Healthy Me	Summer 1 Empowered Me	Summer 2
Overview and Key Questions	Safe Me <u>Interpersonal Safety, Exploitation Realities & Human Dignity</u> - What are the legal boundaries and early indicators of domestic abuse, harassment and stalking? - How do child sexual exploitation, youth manipulation, and human trafficking operate in modern Britain? Worldviews Link: How do Christian, Islamic, and Humanist teachings on the dignity of life and moral responsibility address violence and systemic exploitation?	Responsible Me <u>Public Accountability, Media Integrity & The Legal Landscape</u> - How do we think critically to spot fake news, manipulative media narratives and online misinformation? - How does the British criminal justice system operate across Magistrates and Crown Courts? Worldviews Link: How do secular rationalism and religious ethics (such as the Jewish and Christian concepts of covenant and justice) contrast regarding our civic accountability to tell the truth?	Future Me <u>Life Outside and Beyond School</u> - What are my post-16 pathways, and how do I construct a compelling CV and prepare for interviews? - What are my legal rights, pay frameworks and safety responsibilities as a young employee on work experience? Worldviews Link: How do religious concepts of <i>vocation/stewardship</i> and secular concepts of <i>altruism</i> influence our personal values and career aspirations?	HealthyMe <u>Advanced Medical Advancements, Holistic Health & Ethical Dilemmas</u> - How do cosmetic surgery trends, body modifications, and performance-enhancing substances affect physical health? - How do we access confidential sexual health clinics, screening services, and reproductive medical help? Worldviews Link: How do the concepts of the Sanctity of Life vs. Quality of Life divide	Empowered Me <u>Relationships and Families</u> - What are the emotional, financial and legal responsibilities of parenting, stable marriages and civil partnerships? - How do the corporate pornography industry and digital subcultures distort real-world intimacy expectations? Worldviews Link: How do different faith and secular traditions view pre-marital relationships, artificial contraception	Community Me <u>Identity Dynamics, Global Migration & Community Cohesion</u> - What are the political and social drivers of migration and what are the legal differences between refugees, asylum seekers and economic migrants? - How do we identify intolerance and share a collective responsibility to challenge extreme viewpoints that incite hate? Worldviews Link: How does the Equality Act defend freedom of belief and how do British faith communities foster pluralism and community cohesion?

Curriculum Map – Year 10

				religious and non-religious perspectives on modern medical advancements?	and changing concepts of family structure?	
Knowledge (incl. links to prior and future learning)	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies

Curriculum Map – Year 10

	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Domestic Abuse & Human Dignity Curriculum Codes: BS (Being Safe), PS (Personal Safety, RR (Respectful Relationships) Key Knowledge To Develop: Legal protections against coercive control, exploitation pipelines and stalking.	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Critical Thinking & Justice Curriculum Codes: OSA (Online Safety & Awareness), WO (Wellbeing Online) Key Knowledge To Develop: Court hierarchies (Magistrates vs. Crown); mechanisms of algorithmic confirmation bias.	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Employability & Vocation Curriculum Codes: Living in Wider World, RR (Respectful Relationships) Key Knowledge To Develop: Post-16 qualifications; workplace health, safety and trade union rights.	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Medical Ethics & Healthcare Curriculum Codes: MW (Mental Wellbeing), HPP (Health Protection & Prevention), PHF (Physical Health & Fitness), ISR (Intimate & Sexual Relationships) Key Knowledge To Develop: Confidential clinical pathways; body image adjustments; tracking screening tools.	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Family Realities & Media Distortion Curriculum Codes: ISR (Intimate & Sexual Relationships), RR (Respectful Relationships), WO (Wellbeing Online), F (Families and People who Care For Me). Key Knowledges To Develop: Legal duties of marriage/parenting; socioeconomic variations in family structures.	foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood. Core Focus: Migration, Pluralism & Cohesion Curriculum Codes: RR (Respectful Relationships), Living in Wider World, OSA (Online Safety & Awareness) Key Knowledge To Develop: Definitions of displacement statuses; legislative provisions of the Equality Act.
--	--	---	---	--	--	---

Curriculum Map – Year 10

Skills (incl. links to prior and future learning)	Key Skills To Develop: Navigating support avenues for safety; applying multi-faith lenses to human value. Spiral Progression: <i>Prior Learning:</i> Moves beyond general gang safety taught in Yr 9. <i>Future Learning:</i> Prepares for post-16 independent partner safety.	Key Skills To Develop: Fact-checking digital data; assessing accountability. Spiral Progression: <i>Prior Learning:</i> Builds on Yr 9 radicalisation and internet bias markers. <i>Future Learning:</i> Supports adult digital asset checking and jury readiness.	Key Skills To Develop: Interview performance techniques; curating professional profiles. Spiral Progression: <i>Prior Learning:</i> Extends Yr 9 budgeting into corporate placement planning. <i>Future Learning:</i> Scaffolds university statements and apprenticeship apps.	Key Skills To Develop: Evaluating medical risks; comparing Quality vs. Sanctity of life. Spiral Progression: <i>Prior Learning:</i> Advances Yr 9 cancer tracking into broader medical policy <i>Future Learning:</i> Supports independent healthcare choices over the lifespan.	Key Skills To Develop: Filtering pornographic distortions; asserting boundaries under adult pressures. Spiral Progression: <i>Prior Learning:</i> Evolves Yr 9 baseline biological consent into relationship architecture. <i>Future Learning:</i> Prepares for KS5 adult relationship spaces.	Key Skills To Develop: Deconstructing extremism; building community collaboration bridges. Spiral Progression: <i>Prior Learning:</i> Escalates Yr 9 civil rights focus to structural immigration frameworks. <i>Future Learning:</i> Prepares for diverse workplace environments.
Assessment Focus	Ipsative assessments measuring progress carried out at the start and end of each SOL.					

Curriculum Map – Year 10

Cross-curricular links	Links to Bucks Agreed Syllabus for RE: Sanctity of life and ethical responsibility. Links to Citizenship NC syllabus: Criminal justice system operation.	Links to Bucks Agreed Syllabus for RE: Compare Abrahamic traditions (Christianity and Judaism) alongside explicit non-religious worldviews (Secular Humanism and Rationalism) Links to Citizenship NC syllabus: The role of the legal system and courts. English: Analyzing rhetoric and misinformation.	Links to Bucks Agreed Syllabus for RE: Vocation, purpose, and duty. Links to Citizenship NC syllabus: Personal budgeting and financial risks in work.	Links to Bucks Agreed Syllabus for RE: Medical ethics and choices. Science / Biology: Pathogens, health protection and reproduction.	Links to Bucks Agreed Syllabus for RE: Commitment and the moral purposes of marriage. English: Media deconstruction and literacy.	Links to Bucks Agreed Syllabus for RE: Interfaith dialogue and active citizenship. Links to Citizenship NC syllabus: Diverse identities and challenges in the UK.
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.					

Curriculum Map – Year 10

Core PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	<u>Team Sports</u> - OAA/Team Building - Football/Futsal - Netball - Basketball 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 activities	<u>Team Sports</u> - OAA/Team Building - Football/Futsal - Netball - Basketball 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 activities	<u>Alternative & Recreational Sports</u> - Badminton - Dodgeball - Fitness - Dance - Gymnastics - Alternative Sports (Handball, Tchoukball, Ultimate Frisbee) 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	<u>Alternative & Recreational Sports</u> - Badminton - Dodgeball - Fitness - Dance - Gymnastics - Alternative Sports (Handball, Tchoukball, Ultimate Frisbee) 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 activities	<u>Summer Sports</u> - Athletics - Cricket - Rounders/Softball - Tennis/Paddle 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 activities to achieve personal bests	<u>Summer Sports</u> - Athletics - Cricket - Rounders/Softball - Tennis/Paddle 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 activities to achieve personal bests

Curriculum Map – Year 10

	to achieve personal bests - Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs - 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 individually or as a group	to achieve personal bests - Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs - 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 individually or as a group	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 understanding of importance of health and fitness and how to manage the health & fitness outside of school to help mental health	to achieve personal bests - Continue to take part regularly in competitive 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	- Continue to take part regularly in competitive 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	- Continue to take part regularly in competitive 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
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.

The Chalfonts Community College

"Success is an Attitude"

[illegible]

Curriculum Map – Year 10

GCSE Physical Education	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	R181 Task 1 – Components of fitness applied in sport. Students conduct fitness tests and produce the required written report/presentation on their current fitness levels for their selected activities. What are the components of fitness? Which tests are appropriate? What do my results tell me?	R181 Task 2 – Components of fitness applied in sport. Students link components of fitness to skills in their selected sporting activities and analyse how improving fitness could improve performance. Which components are needed? How does fitness affect specific skills? What do my test results mean?	R181 Task 3 – Apply principles of training in sport. Students investigate SPOR, FITT, SMART, training methods and aerobic/anaerobic exercise, applying them to the client/activity in the assignment. How should training be structured? Which methods are appropriate? Why?	R181 Task 4 – Organising and planning a fitness training programme. Students plan a six-week fitness training programme for one selected sporting activity, including a comprehensive risk assessment. How can I turn my fitness analysis into an effective programme? What needs to be considered to keep training safe and effective?	R181 Task 4 – Practical delivery of the fitness training programme. Students undertake the planned six-week training programme, monitoring sessions and making appropriate adaptations where required. Is the programme being delivered as planned? What evidence will show progress? What needs adapting?	R181 Task 5 – Review own performance in planning and delivery of a fitness training programme. Students evaluate how effective the programme was and how it could be improved. What went well? What did not? What should be changed? Did the programme achieve its goals?
Knowledge (incl. links to prior and future learning)	Topic Area 1: ten components of fitness; definitions; appropriate fitness tests; test protocols; equipment; units; recording results. Links to KS3 fitness knowledge and establishes the baseline evidence used throughout R181.	Topic Area 1: relationship between components of fitness and sporting skills; strengths and weaknesses of fitness-test data; meaning of results for selected activities. Directly builds on Task 1 and provides the fitness rationale for Task 4.	Topic Area 2: SPOR; FITT; SMART; principles of training; continuous, fartlek, interval, circuit, plyometric, weight/resistance and HIIT methods; aerobic and anaerobic exercise. Builds the knowledge needed to make justified training choices in Task 4.	Topic Area 3: requirements of an effective and safe programme; individual goals; facilities/equipment; training frequency/intensity/time/type; progression; warm-up/cool-down; monitoring; risk assessment. Applies Tasks 1–3 to programme design.	Topic Area 3 in practice: delivery of sessions; recording training; monitoring intensity/duration; progression; adaptations; safe practice; consistency. Links the written plan to actual training and creates evidence for Task 5.	Topic Area 4: effectiveness of the programme; goals/objectives; what went well/did not go well; adaptations; justified future recommendations. Uses evidence from Task 4 delivery and testing to produce a meaningful evaluation.
Skills (incl. links to prior and future learning)	Select appropriate tests; follow protocols accurately; conduct tests safely; record accurate results; use correct units; present data; describe and analyse what results mean for fitness.	Link components of fitness to specific skills; use sporting examples; analyse strengths and weaknesses in data; explain how improving a component could improve performance; write analytical paragraphs.	Research and select relevant information; explain and apply SPOR/FITT/SMART; compare training methods; explain aerobic/anaerobic differences; justify training choices for a client/activity.	Design a six-week programme; set appropriate goals; apply FITT/SPOR; select suitable training methods; sequence sessions; complete a risk assessment; justify how the programme is safe and effective.	Deliver training safely and consistently; monitor sessions; record evidence; measure intensity/duration; demonstrate progression; identify when adaptations are needed; maintain accurate training records.	Evaluate the programme using evidence; analyse what worked and did not work; explain adaptations; judge effectiveness against goals; make justified recommendations; communicate findings clearly.

Curriculum Map – Year 10

Assessment	Task 1 formal coursework evidence. Fitness-test observation/evidence and written report or presentation. Teacher checks protocols, data and analysis against the current R181 Task 1 criteria.	Task 2 formal coursework evidence. Written report/presentation linking skills to components of fitness and analysing test data. Teacher checks evidence against the current Task 2 criteria.	Task 3 formal coursework evidence. Written report/presentation covering SPOR, FITT, SMART, training methods and aerobic/anaerobic exercise. Mark using the current Task 3 criteria.	Task 4 planning evidence. Six-week written training programme and risk assessment. Draft → improvement → final evidence, using the current Task 4 criteria.	Task 4 practical delivery. Teacher observation and supporting evidence of the training programme being carried out. Record progress, monitoring and appropriate adaptations in preparation for Task 5.	Task 5 formal coursework evidence. Written evaluation of the programme, including what went well/did not go well, adaptations, effectiveness against goals and justified recommendations. Final R181 quality assurance.
Cross-curricular links	Science: components of fitness and human performance. Maths: measurement, units and data recording. English: precise definitions, technical vocabulary and report writing.	Maths: interpreting data and comparing results. Science: fitness and physiological demands. English: analysis, examples and cause-and-effect explanations.	Science: energy systems and exercise intensity. Maths: FITT and training volume. English: research, comparison and justification. PSHE: healthy lifestyle and goal setting.	Science: safe exercise and responses to training. Maths: frequency, duration, intensity and progression. English: structured planning and justification. Computing: digital programme/data organisation.	Science: training adaptations. Maths: monitoring duration/intensity and change over time. English: accurate training records and reflective notes. PSHE: commitment, resilience and healthy lifestyle choices.	English: evaluation, proofreading and evidence-based writing. Maths/Science: interpreting results and judging effectiveness. Computing: organising final digital coursework and evidence.
Reading Opportunities	Specific reading: OCR R181 specification – Topic Area 1, Components of fitness applied in sport. Read fitness-test protocol sheets for the selected tests and highlight purpose, equipment, procedure and measurement. Read a short athlete profile and identify relevant fitness components.	Specific reading: OCR R181 Task 2 guidance and marking criteria. Read short skill-analysis examples and identify where a component of fitness is linked directly to a sporting skill. Read normative-data tables and practise extracting meaning from results.	Specific reading: OCR R181 specification – Topic Area 2. Read sections on SPOR, FITT, SMART and training methods. Students annotate a training-method case study and identify the fitness component targeted, benefits, drawbacks and aerobic/anaerobic demands.	Specific reading: OCR R181 Task 4 guidance and risk-assessment template. Read an example six-week training programme and identify specificity, progression, overload, FITT, safety and monitoring. Students read the task instructions before completing their own plan.	Specific reading: training-session plans and short sports-science texts on progression and adaptation. Students read their own plan before each stage of delivery and highlight what evidence needs recording. Read a short example of how a programme can be adapted when circumstances change.	Specific reading: OCR R181 Task 5 guidance and marking criteria. Read two model evaluation paragraphs and identify the difference between describing what happened and analysing why it happened. Students proofread their own evaluation against the marking criteria and check that recommendations are justified by evidence.
Careers (enrichment opportunities and futures)	Sports scientist, fitness instructor, personal trainer and strength & conditioning coach. Enrichment: investigate how professional athletes are tested to establish fitness profiles.	Performance analyst, sports scientist, coach and PE teacher. Enrichment: explore how coaches identify fitness strengths/weaknesses and connect them to sporting performance.	Personal trainer, S&C coach, sports coach and exercise professional. Enrichment: compare how different professionals choose training methods and set SMART goals.	Personal trainer, sports scientist, coach, rehabilitation/fitness professional. Enrichment: design a programme for a realistic athlete/client, considering safety,	Strength & conditioning coach, personal trainer and performance coach. Enrichment: discuss how professionals monitor training loads, adherence, progression and adaptation during a programme.	Sports scientist, performance analyst, coach and personal trainer. Enrichment: investigate how professionals evaluate programmes using data and make

Curriculum Map – Year 10

				facilities and individual needs.		recommendations for future performance.
--	--	--	--	----------------------------------	--	---

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.
Skills (incl. links to prior and future learning)	• Waves in Year 8 • Space - Earth Topics covered in Years 7 and 8	• Waves are 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,	• 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.	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;	• Analysing Motion Graphs • Interpreting Force Diagrams • Using a variety of models such as representational, spatial, descriptive, computational, and	• Waves in Year 8 • Space - Earth Topics covered in Years 7 and 8

Curriculum Map – Year 10

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 considering any ethical issues which may arise.	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 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; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and argument.	evaluating associated personal, social, economic and environmental implications; and making 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.	mathematical to solve problems. • Make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.
---	--	---	--

Curriculum Map – Year 10

Assessment	• 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 • Philosophy & Ethics - Ethics Amongst Nuclear Power	• History - The Cuban Missile Crisis and the First Nuclear Bombs • Geography - What Happened at Chernobyl and Hiroshima • Philosophy & Ethics - Ethics Amongst Nuclear Power • Geography - Saving the Planet and Global Warming • Technology - Circuits and Labelling • PSCE - Staying Safe	• Geography - Saving the Planet and Global Warming • Technology - Circuits and Labelling • PSCE - Staying Safe	• PSCE - 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
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 formulas, 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; evaluating associated personal,	Electrical engineering and safety in homes and industry.	Racing F1 Roads and Safety	Space Technology/Ships Broad & Tele-casting

Curriculum Map – Year 10

			social, economic, and environmental implications; and making decisions based on the evaluation of evidence and argument.			
--	--	--	--	--	--	--

Sociology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	<u>An Introduction to Sociology & Research Methods</u> What is sociology? Nature vs Nurture? What is functionalism? What is Marxism? What is Feminism? How do I write an essay? Mini-assessment How is research designed? What are quantitative and qualitative data? What are the different sources of data available? What are questionnaires?	<u>Research Methods</u> What are the different methods of observation? Covert observation What are experiments in sociology? The Stanford Prison Experiment What are Longitudinal Studies? How do sociologists use statistics? What are Practical and ethical issues of research?	<u>Families</u> How are families structured and how has this changed over time? Family Diversity Rapoport & Rapoport Reasons for family diversity Alternatives to families Is the nuclear family still important? Functionalist Perspective Marxist Perspective Feminist Perspective Changes in Family Structure Changing Relationships	<u>Families</u> Marriage Divorce Consequences of Divorce Theories of Divorce Roles within Families The symmetrical family Power relationships Functionalist & Marxist views on conjugal roles Mini Assessment	<u>Education</u> How is the UK education system structured and how has this changed over time? Functionalist perspective Marxist perspective Feminist perspective Types of school Alternative education Private vs state Measuring educational success External Factors Internal Factors Class Differences	<u>Education</u> Gender and Educational Achievement Gender Internal Gender Subject Choice Mini Assessment Ethnic Differences Ethnicity External Ethnicity Internal Education Policy School Swap Revision End of Unit assessment

Curriculum Map – Year 10

	What are the different types of interviews?				Gender & Educational Achievement Gender Differences	
Knowledge (incl. links to prior and future learning)	Core structural and social action theories: Functionalism (consensus, value consensus, organic analogy), Marxism (conflict, bourgeoisie vs. proletariat, capitalism) and Feminism (patriarchy, gender inequality). Structuralism vs. interpretivism. The nature vs. nurture debate and the process of socialization (primary vs. secondary agents). Basic research design, quantitative vs.	Mechanics of observation types (covert, overt, participant, non-participant) and experimental designs (laboratory vs. field experiments, including the ethical boundary markers of the Stanford Prison Experiment). Mechanics of longitudinal designs, statistical data handling and secondary data evaluation. Critical application of PET factors (Practical, Ethical, and Theoretical issues) to specific research methods. <i>Prior links:</i> Builds directly on Autumn 1 data type definitions. <i>Future links:</i> Directly tested via the	Diverse family typologies (nuclear, extended, reconstituted, lone-parent). Trends in family diversity using Rapoport and Rapoport's five types of diversity (organizational, cultural, class, life stage, cohort). Structural alternatives to family units (communes, kibbutzim). Functionalist theories of the family (Murdock's four functions, Parsons' fit thesis and warm bath theory) vs. Marxist perspectives (property transmission, ideological	Legal, social and economic drivers behind changing marriage and divorce statistics in modern Britain. Functionalist, Marxist and Feminist explanations for divorce trends. The transformation of internal family roles: the symmetrical family thesis (Young and Willmott), joint vs. segregated conjugal roles and contemporary power dynamics (decision-making, financial control, domestic division of labor). <i>Prior links:</i> Complements the political and legal	Structural historical evolution of the UK education system (Tripartite system, Comprehensive system, marketization and the introduction of academies/free schools). Macro-sociological theories of education: Functionalism (Durkheim's social solidarity, Parsons' universalistic standards and meritocracy) vs. Marxism (Bowles and Gintis's correspondence principle, Willis's	Explanations for differential educational achievement across social class, gender and ethnicity. External factors (material deprivation, cultural deprivation, speech codes, parental attitudes, cultural capital) vs. Internal factors (labeling, self-fulfilling prophecy, setting/streaming, school subcultures). In-depth study of gender and subject choices, educational policy

Curriculum Map – Year 10

	qualitative data paradigms, primary vs. secondary data sources and structural features of questionnaires and interviews. <i>Prior links:</i> Connects to KS3 Citizenship definitions of community and societal rules. <i>Future links:</i> Forms the explicit theoretical framework for the Families, Education and Crime units in Year 11.	12-mark research methods design question across all components.	functions, unit of consumption) and Feminist perspectives (gender role socialization, triple shift). <i>Prior links:</i> Re-evaluates primary socialisation concepts from Autumn 1. <i>Future links:</i> Links directly to the hidden curriculum and gender role reinforcement within the Education unit.	frameworks studied in general school citizenship. <i>Future links:</i> Prepares students to analyze patriarchal structural power dynamics in Year 11 Crime and Deviance.	study of the 'lads', reproduction of class inequality) vs. Feminist perspectives (gender stereotyping, patriarchy in schools). Alternative schooling systems and state vs. private school achievement divides. <i>Prior links:</i> Re-applies the structural conflict vs. consensus models introduced in Autumn 1. <i>Future links:</i> Links directly to structural stratification and institutional power dynamics.	impacts and synthesis of internal vs. external variables. <i>Prior links:</i> Integrates the data collection techniques (interviews/observations) from Autumn 1 and 2 to evaluate school-based research studies. <i>Future links:</i> Serves as a baseline model for analysing institutional bias in the Year 11 Crime and Stratification modules.
Skills (incl. links to prior and future learning)	Identification and retrieval of core sociological terms.	Comparative evaluation skills (weighing up the	Application of abstract sociological	Data trend analysis (reading, interpreting and explaining	Deconstructing exam source materials and	Disentangling internal vs. external variables to

Curriculum Map – Year 10

	Developing basic analytical chains to explain social phenomena from differing viewpoints. Categorisation skills (separating primary vs. secondary data and quantitative vs. qualitative approaches). Basic descriptive writing of sociological perspectives.	practical advantages against the ethical drawbacks of research methods). Interpreting quantitative raw statistics and tables. Formulating a basic methodological research design using the PET (Practical, Ethical, Theoretical) framework. Structuring a balanced 12-mark essay using a basic point-evidence-explain-evaluate framework to assess family structures.	theories (Marxism, Functionalism) to concrete everyday structures (the family). Structuring a balanced 12-mark essay using a basic point-evidence-explain-evaluate framework to assess family structures.	statistical graphs showing fluctuations in divorce and marriage over time). Building counter-arguments (e.g., using Feminism to challenge a Functionalist view of conjugal symmetry). Synthesising multiple factors to explain a single demographic shift.	extracts. Developing advanced evaluative chains by contrasting conflicting macro-theories on education. Formulating a clear, thesis-driven 12-mark sociological essay response under timed conditions.	construct complex, multi-layered causal explanations. Evaluating the validity and reliability of specific research studies conducted within educational settings. Moving fluidly between macro (structural) and micro (interactionist) explanations for human behaviour.
Assessment	Clear focus on 1-mark, 2-mark and 4-mark short-answer knowledge questions. Mastery of accurate definitions for key terms (e.g., <i>bourgeoisie</i> , <i>value consensus</i> , <i>socialization</i>). Formative testing on matching research	Mock Exams Focus shifts to 6-mark and 8-mark "describe and explain" questions alongside the evaluation of methodological drawbacks based on provided source vignettes.	Focus on short-answer questions on family types followed by a Mid-Term Family Structure Mini Assessment . Explicit marking focus on the structure of a balanced 12-mark essay question comparing structural	An End-of-Unit Families Assessment utilizing full exam-style question blocks (1, 2, 4, 6, and 12-mark questions). Marking metrics strictly prioritize the inclusion of named sociological studies (e.g., <i>Rapoport & Rapoport</i> , <i>Young & Willmott</i>) and trend analysis accuracy.	Mid-Term Education Perspectives Mini Assessment . Assessment focus narrows onto the precision of AO1 (Knowledge and Understanding) and AO2 (Application) when utilizing educational policies and	End of year assessment covering all taught content from Autumn 1 to Summer 2. Assessment focus evaluates the highest-tier AO3 skills (Analysis and Evaluation), requiring students to build a sustained, justified judgment

Curriculum Map – Year 10

	methods to their corresponding data types.		perspectives on the role of the family.		structural theories in timed essay conditions.	across external 12-mark essay responses.
Cross-curricular links	Science: The Nature vs. Nurture debate links directly to biological evolution History: The historical transition from pre-industrial to industrial societies links directly to the industrial revolution modules taught in History.	Mathematics / Statistics: Calculating percentages, reading trends, analysing data distributions, and understanding sampling sizes links directly to GCSE Mathematics content. Science: The ethical frameworks and controlled parameters of scientific experimentation.	PD (RE): Diverse family structures, marital expectations, and alternative lifestyles overlap with themes taught in the Philosophy and Ethics units in PD.	PD (RE): Diverse family structures, marital expectations, and alternative lifestyles overlap with themes taught in the Philosophy and Ethics units in PD.	History: The political shift from the 1944 Education Act through to Thatcherite marketisation policy in 1988 links explicitly to modern British political history studies.	Geography: Material deprivation, localised funding variations, ethnic demographic distributions, and regional achievement divides overlap directly with Human Geography modules on development and urban inequality.
Reading Opportunities	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.	Students are given the opportunity to read a range of graphs, tables and texts to read and analyse across all lessons.
Careers (enrichment opportunities and futures)	Social Policy Researcher / Academic Academic:	Market Researcher / Data Analyst / Clinical Trial Coordinator:	Family Lawyer / Family Support Worker / Mediator:	Human Resources (HR) Consultant / Equality, Diversity & Inclusion	Education Policy Advisor / School Inspector (Ofsted) /	Clinical Psychologist / Youth Worker / Community Outreach

Curriculum Map – Year 10

	Introducing students to how major think tanks use theoretical frameworks to analyse structural societal problems.	Demonstrating how companies, governments and scientific institutes deploy diverse research designs, sampling methodologies, and survey mechanisms to track human behaviours and trends safely and ethically.	Exploring how an objective, non-judgmental understanding of family diversity, changing structural dynamics and legal definitions assists professionals working in family courts or social care services.	(EDI) Officer: Linking internal household power dynamics and changing gender roles to broader contemporary workplace policies regarding parental leave, gender wage transparency and work-life balance frameworks.	Educational Consultant: Investigating how macro-sociological data on schooling structures and historical educational models influences modern government curriculum reviews and school improvement frameworks.	Officer / Civil Policy Developer: Highlighting how a deep, structural understanding of internal and external barriers to achievement (such as material deprivation or institutional bias) allows professionals to design effective community interventions, support networks and localized social mobility initiatives.
--	---	--	--	---	---	--

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	VIVAGCSE Module 4 – <i>Intereses e influencias</i> (free-time activities, stem changing verbs, TV programmes and films, nationality, <i>soler</i> + 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 – <i>Ciudades</i> (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 – <i>De costumbre</i> (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.)	

Curriculum Map – Year 10

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					
Assessment	Weekly vocab tests Year 10 Baseline test, start of term	Weekly vocab tests End of Module 4 Assessment L W R	Weekly vocab tests End of topic quiz	Weekly vocab tests End of module assessment L W R	Weekly vocab tests End of topic quiz	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					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition					
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.					