

# Curriculum Overview

## Year 10

St Michael's  
Catholic High School



*"Bringing Christ to all and all to Christ"*

**RELIGIOUS EDUCATION**

**Key Stage 4 GCSE Examination Board: WJEC EDUQAS**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Judaism – Practices</b></p> <p>Further building upon their study of Judaism in Yr8, pupils will examine how the beliefs studied in the previous term influence practice. Pupils will examine the range of Jewish worship and ritual practices as well as the origins and symbolism of festivals such as; Rosh Hashanah, Yom Kippur, Pesach and Sukkot; their origins, how they express Jewish beliefs and the issues affecting Jewish religious practice in the UK. Pupils will be equipped with the knowledge to understand the motivations of different Jewish groups in society. Interleaved topics include: Jewish practices and festivals, religious commitment, Christian practices</p> | <p><b>Origins and Meanings</b></p> <p>Pupils learn about the origins of the universe and humans from both a religious perspective and non-religious view. Pupils build upon the knowledge of Imago Dei learnt at KS3 and how it influences the teachings about the sanctity of life and how it influences Catholic and Christian teachings. Pupils also build upon their KS3 knowledge of stewardship and the duty of all to protect and preserve the earth for future generations. Pupils learn about inter-faith dialogue which supports their Core RE topics in Yr12. Interleaved topics include: Imago Dei, God’s goodness, sanctity of life, stewardship</p> | <p><b>Good and Evil</b></p> <p>Pupils learn about the origins, nature and responses to evil in the world. Pupils build upon the teachings from KS3 of God as sustainer and learn about God’s inherent goodness as illustrated in the Catholic doctrine on Incarnation and the Trinity. Pupils also build upon the knowledge from 9.1 on conscience and its role as a source of moral authority in addition to Jesus Christ and Natural Law as sources of moral authority. Pupils also get an opportunity to experience a virtual pilgrimage in this topic that reminds them of their 8.6 Spiritual Quest lessons on pilgrimage and contextualises pilgrimage as a response to evil and suffering. Additionally, this topic further prepares pupils for the opportunity to go on pilgrimage to Lourdes in Yr12. Interleaved topics include: Sources of moral authority, good and evil, theodicies, age and reason, morality, pilgrimage</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| ART                                                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                        | Spring 2                                                                                                                                        | Summer 1                                                                                         | Summer 2                                                                                                                                                                                       |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 10 Knowledge:</b><br/>What will students know?</p> | <p><b>Coursework Project 1:</b><br/>Students produce a portfolio of work, exploring the theme of ‘Natural Forms.’</p> <p><b>A01:</b> contextual research: Students explore and research a variety of Artists that look at Natural Forms. They show their understanding of the Artist’s style, techniques, materials used and the meaning behind their work through their presented Artist research pages.</p> | <p><b>A02:</b> Students produce artist copies using watercolour, biro, tone and colour pencil. Students develop their painting skills in using acrylics and pen and wash. Students present their own photographic research and link it to the Artists they have studied, presenting them in context with their Artist research pages.</p> | <p><b>A03:</b> Students develop their skills in photography, Photoshop, drawing, painting, and mixed media to produce several design ideas.</p> | <p><b>A04:</b> Students develop their ideas to produce a large-scale final painting, drawing or sculpture along the theme of Natural forms.</p> | <p>Students begin producing second coursework portfolio, exploring the theme of ‘Distortion’</p> | <p><b>A01:</b> contextual research: Students explore and research a variety of personal Artists and produce copies and responses to their work using appropriate materials and techniques.</p> |

| GCSE Business Studies                                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 10 Knowledge:</b><br/>What will students know?</p> | <p><b>Topic 1.1 Enterprise and entrepreneurship</b></p> <p>Students begin to explore the dynamic nature of business in terms of how and why business ideas come about, as well as the risk and reward of enterprise, the role of entrepreneurship etc:</p> <ul style="list-style-type: none"> <li>• 1.1.1 Why and how business ideas come about</li> <li>• 1.1.2 Risk and reward</li> <li>• 1.1.3 The role of business enterprise</li> <li>• 1.1.4 Adding Value</li> <li>• 1.1.4 The role of entrepreneurship</li> </ul> | <p><b>Topic 1.2 Spotting a business opportunity</b></p> <p>Students will explore</p> <ul style="list-style-type: none"> <li>• 1.2.1 Customer needs</li> <li>• 1.2.2 Market research</li> <li>• 1.2.3 Market segmentation</li> <li>• 1.2.4 The competitive environment</li> </ul> | <p><b>Topic 1.3 Putting a business idea into practice</b></p> <p>This topic looks at making a business idea happen through identifying</p> <ul style="list-style-type: none"> <li>• 1.3.1 Business aims and Objectives</li> <li>• 1.3.2 Business revenues, costs and profits</li> <li>• 1.3.3 Cash and cash-flow</li> <li>• 1.3.4 Sources of business finance.</li> </ul> | <p><b>Topic 1.4 Making the business effective</b></p> <p>This focuses on a range of factors which impact the success a business, including</p> <ul style="list-style-type: none"> <li>• 1.4.1 The options for start-up and small businesses</li> <li>• 1.4.2 Business location</li> <li>• 1.4.3 The marketing mix</li> <li>• 1.4.4 Business plans</li> </ul>                                                                                          | <p><b>Topic 1.5 Understanding external influences on business</b> – this focuses on a range of factors which are outside control of the business ie:</p> <ul style="list-style-type: none"> <li>• 1.5.1 Business stakeholders</li> <li>• 1.5.2 Technology and business</li> <li>• 1.5.3 Legislation and business</li> <li>• 1.5.4 The economy and business</li> <li>• 1.5.5 External influences</li> </ul> | <p><b>Topic 2.1 Growing the business</b></p> <p>Here students are introduced to ways of growth and how and why business aims and objectives change over time. They examine the impact of globalisation, the ethical and environmental considerations facing businesses:</p> <ul style="list-style-type: none"> <li>• 2.1.1 Business growth</li> <li>• 2.1.2 Changes in business aims and objectives</li> <li>• 2.1.3 Business and globalisation</li> <li>• 2.1.4 Ethics, the environment and business</li> </ul> |
| <b>BTEC Enterprise</b>                                        | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Autumn 2</b>                                                                                                                                                                                                                                                                  | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Year 10 Knowledge:</b><br/>What will students know?</p> | <p><b>Component 2: Planning for and Pitching an Enterprise Activity</b></p> <p>Learning Aim A: A Explore ideas and plan for a micro-enterprise activity</p> <p>Students generate ideas for a micro-business activity They will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea. And complete part 1 of the component internally set assignment</p>                                                                                                                      | <p><b>Component 2: Planning for and Pitching an Enterprise Activity</b></p> <p>Learning Aim A: A Explore ideas and plan for a micro-enterprise activity</p> <p>Students will continue to draw up an implementation plan for their chosen idea as per assignment brief</p>        | <p><b>Component 2: Planning for and Pitching an Enterprise Activity</b></p> <p>Learning aim B: Pitch a micro-enterprise activity Students will demonstrate own skills by pitching an individual summary of the final plan to an audience - as per assignment brief</p>                                                                                                    | <p><b>Component 2: Planning for and Pitching an Enterprise Activity</b></p> <p>Learning aim C: Students will review own pitch for a micro-enterprise activity. They will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills. They will use feedback to review and identify possible changes to the pitch as per assignment brief</p> | <p><b>Component 3: Promotion and Finance for Enterprise</b></p> <p>Learning Aim A: Elements of the promotional mix and their purposes Students will explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate.</p>                                                       | <p><b>Component 3: Promotion and Finance for Enterprise</b></p> <p>Learning Aim B: Financial records Students will complete, interpret and check the information on financial documents and statements They will complete and interpret a statement of comprehensive income and financial position using given figures, and suggest appropriate actions. They will also interpret statements of comprehensive income</p>                                                                                         |

|                                                       |                                                                                                                                              |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | and of financial position to calculate ratios                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPUTING                                             | Autumn 1                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 10 Knowledge:</b><br>What will students know? | Data representation: storage units, binary numbers, binary addition, hexadecimal, character sets, sound and images, data compression methods | Systems architecture, memory and storage: the CPU (functions and characteristics), memory and storage                                                                                                                                                     | Networks (wired and wireless): the internet, WANs, LANs, wireless networking, client-server and peer-to-peer networks, protocols and layers                                                                                                                                                                                                                                                                                                                                    | Systems software and security: Network threats, identifying and preventing vulnerabilities, operating systems (OS), utility software                                                                                                                                                                                                                                                                                                                                                                                                                                  | Ethical, legal, cultural and environmental concerns: computer systems in the modern world, ethical, cultural and environmental issues, legislation and privacy                                                                                                                                                                                                                                                                                                                                  | Algorithms: computational thinking, searching and sorting algorithms, flow diagrams, pseudocode, interpreting, correcting and completing algorithms                                                                                                                                                                                                                                                                      |
| DRAMA                                                 | Autumn 1                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 10 Knowledge:</b><br>What will students know? | <b>Component 1, Section A: Understanding Drama</b><br><b>Theatre basics</b><br>Roles<br>Responsibilities<br>Spaces<br>Terminology            | <b>Comp 1, 2 and 3: Intro to Berkoff</b><br><b>With Blood Brothers</b><br>Berkoff and Total Theatre's style and use costume, set, props, lighting, sound, chorus work, ritual and stylised movement to create meaningful theatre that affects an audience | <b>Comp 1, 2 and 3: Introduction to Frantic</b><br><b>Assembly With Blood Brothers</b><br>Students will develop knowledge of the physicality of Frantic and the way they use movement to explain story and relationships. A method of devising a scene without holding scripts. Students will also use Frantic to explore relationships between the characters in Blood Brothers and develop short performances of certain scenes using voiceover rather than holding scripts. | <b>Comp 1, 2 and 3: Introduction to Brecht With Blood Brothers</b><br>Students will develop knowledge of Brecht's style of theatre, his use of :<br>Narration<br>Breaking the 4 <sup>th</sup> wall<br>Coming out of role / third person narration<br>Speaking the stage directions or clearly making set changes visible<br>Multi-rolling: when an actor plays more than one character onstage. Split-role: This is where more than one actor plays the same character.<br>Placards<br>Minimal set, costume and props<br>Symbolic props<br>Lighting<br>Song and dance | <b>Comp 1 and 2: Recap of Paper Birds</b><br><b>Introduction to Stimuli</b><br>Students will use Paper Birds (having already studied in Y9) and recap their style to enhance their ability to respond to a range of stimuli and select an idea to form their piece of theatre around. <ul style="list-style-type: none"> <li>• carry out research</li> <li>• develop their own ideas</li> <li>• collaborate with others</li> <li>• rehearse, refine and amend their work in progress</li> </ul> | <b>Comp 1, 2 and 3: Introduction of Stanislavski and Devising</b><br>Students will: collaborate with others rehearse, refine and amend their work in progress analyse and evaluate their own process of creating devised drama to keep rehearsals moving towards a final goal. Students will be introduced to Stanislavski techniques:<br>Emotion memory<br>What if<br>Units of script<br>Objectives and super objective |

| ENGLISH                                                       | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                            | Spring 1                                                                                                                                        | Spring 2                               | Summer 1                                                                                                                                                                                                                      | Summer 2                                                                                                                                                         |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 10 Knowledge:</b><br/>What will students know?</p> | <p>Students study AQA's GCSEs in English Language and English Literature, gaining two qualifications. Both qualifications are 100% examination-based assessments.</p> <p>English Language Paper One comprises reading unseen fiction texts and composing descriptive and narrative writing. Paper Two comprises reading unseen non-fiction texts and composing persuasive and argumentative writing.</p> <p>As part of English Literature, students study Macbeth by William Shakespeare, An Inspector Calls by J.B. Priestley, and either The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson or A Christmas Carol by Charles Dickens, as well as a poetry anthology and unseen poetry.</p> <p>Introduction to English Language Paper One (Questions 1, 2 and 3).<br/>An Inspector Calls by J.B. Priestley.</p> | <p>An Inspector Calls by J.B. Priestley.</p> <p>English Language Paper One (Questions 4 and 5).<br/>War poems from Power and Conflict poetry anthology section.</p> | <p>Macbeth by William Shakespeare.</p> <p>English Language Paper Two (Questions 1 and 2).<br/>Unseen poetry and poetry anthology selection.</p> | <p>Macbeth by William Shakespeare.</p> | <p>English Language Paper Two (Questions 4 and 5).</p> <p>Unseen poetry and poetry anthology selection.</p> <p>Preparation for Grade Indicator Examination (English Language Paper One and English Literature Paper Two).</p> | <p>Preparation for Grade Indicator Examination (English Language Paper One and English Literature Paper Two).<br/>Spoken Language presentation and delivery.</p> |

| FRENCH                                             | Autumn 1                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 10 Knowledge:</b> What will students know? | How people communicate online Present tense of regular verbs Different uses of social media Present tense of common irregular verbs Pros and cons of social media Advantages and disadvantages of new technology Different uses of new technology Dangers of new technology Pronouns Recognising the subjunctive | Television and opinions Music and opinions Cinema and films and opinions Free time activities Perfect Tense Future Tense Food and meals Quantities Different cuisines and eating out in France | World food and eating habits Demonstrative pronouns Sports and opinions Extreme sports and opinions Adverbs of frequency How to form questions for the speaking exam Negative structures in present, past and future | Celebrations in France Perfect Tense How people celebrate festivals in France Christmas in France Imperfect Tense Importance of traditions International festivals Key events in French speaking countries | Describe your house Describe rooms in the house Household chores Ideal home Conditional tense Adjectives Comparative and superlative Compass points Surrounding area Types of accommodation Describing a town What there is to do and see in a town Describing a region Possessive pronouns | Charities in France Infinitive structures Volunteer work for charities Importance of charities Subjunctive Food and drink Eating habits Comparing old and new health habits Imperfect tense Present participle Recognising the pluperfect tense Healthy living and health resolutions Complex negative structures |

| GEOGRAPHY                                          |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                         |           |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Year 10 Knowledge:</b> What will students know? | Urban Issues and Challenges<br><br>A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. | Physical Landscapes in the UK<br>The UK has a range of diverse landscapes. Coasts<br>The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. Rivers<br>The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding. | The Challenge of Resource Management<br><br>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply. | Fieldwork |

| <b>HISTORY</b>                                        | <b>Autumn 1</b>                                                                                                                                          | <b>Autumn 2</b>                                                                                                        | <b>Spring 1</b>                                                                                                                                         | <b>Spring 2</b>                                                                                                   | <b>Summer 1</b>                                                                                               | <b>Summer 2</b>                                                                                       |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Year 10 Knowledge:</b><br>What will students know? | <b>Weimar and Nazi Germany</b><br><br>Edexcel GCSE<br>Key Topic 1: The Weimar Republic 1918-1929                                                         | <b>Weimar and Nazi Germany</b><br><br>Edexcel GCSE<br>Key Topic 2: Hitler's rise to power 1919-1933                    | <b>Weimar and Nazi Germany</b><br><br>Edexcel GCSE<br>Key Topic 3: Nazi Control and Dictatorship 1933-39<br>Key Topic 4: Life in Nazi Germany 1933-1939 | <b>Crime and Punishment</b><br><br>Edexcel GCSE<br>Medieval period c.1000-1500<br>Early Modern period c.1500-1750 | <b>Crime and Punishment</b><br><br>Edexcel GCSE Industrial period c.1750-1900<br>Modern period c.1900-Present | <b>Crime and Punishment</b><br><br>Edexcel GCSE<br>Whitechapel – The historical environment 1870-1900 |
| <b>ICT</b>                                            | <b>Autumn 1</b>                                                                                                                                          | <b>Autumn 2</b>                                                                                                        | <b>Spring 1</b>                                                                                                                                         | <b>Spring 2</b>                                                                                                   | <b>Summer 1</b>                                                                                               | <b>Summer 2</b>                                                                                       |
| <b>Year 10 Knowledge:</b><br>What will students know? | Understand the tools and techniques that can be used to initiate and plan solutions.<br>Know which phases interact and which don't and what iteration is | Understand how data and information can be collected, stored and used, and the benefits/drawbacks of different methods | Understand the factors to be considered when collecting, processing and storing data/information                                                        | Understand the different methods of processing data and presenting information                                    | Exam preparation:                                                                                             | How to create, edit, delete and process data using appropriate software tools/techniques              |
| <b>MATHS</b>                                          | <b>Autumn 1</b>                                                                                                                                          | <b>Autumn 2</b>                                                                                                        | <b>Spring 1</b>                                                                                                                                         | <b>Spring 2</b>                                                                                                   | <b>Summer 1</b>                                                                                               | <b>Summer 2</b>                                                                                       |
| <b>Year 10 Knowledge:</b><br>What will students know? | Calculations 1<br>Expressions                                                                                                                            | Angles and Polygons<br>Handling Data 1                                                                                 | Fractions, Decimals and Percentages<br>Formulae and Functions                                                                                           | Working in 2D<br>Probability<br>Measures and Accuracy                                                             | Equations and Inequalities<br>Circles and Construction                                                        | Ratio and proportion<br>Factors, Powers and Roots                                                     |

| <b>SCIENCE</b>                                        | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Autumn 2</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 10 Knowledge:</b><br>What will students know? | Biology 8: Photosynthesis<br>Rate of photosynthesis factors<br>How plants use glucose<br><br>Biology 3: Organisation and Digestive System<br><br>Chemistry 3: Structure and Bonding<br>Limitations of the particle model<br>Changes of state in terms of particle movement and energy<br>Ionic and covalent bonding<br>Explaining bonding in metals and resultant properties | Biology 5: Communicable Diseases<br><br>Health and disease<br>Viral/bacterial/fungal diseases<br>Human defence<br>Plant diseases<br><br>Chemistry 5: Chemical Changes<br>Reactivity series<br>Reactions of metals (word & chemical equations)<br>Explaining displacement reactions with equations<br>Acids, alkalis and pH scale<br>Explaining neutralisation reactions | Biology 6: Preventing Diseases<br><br>Vaccination<br>Antibiotics<br>Developing and using drugs<br>Antibodies<br><br>Biology 7: Non-communicable diseases<br>Cancer<br>Smoking/diet/exercise/alcohol and disease<br><br>Chemistry 6: Electrolysis<br>Electrolysis of molten and aqueous compounds<br>Extraction of aluminium<br><br>Physics 6: Matter<br>density | Biology 4: Organising Animals and Plants<br><br>circulatory system<br>respiratory system<br>transport systems in plants<br><br>Biology 9: Respiration<br>aerobic respiration<br>anaerobic respiration<br>metabolism and the liver<br><br>Chemistry 7: Energy changes<br>Explaining exothermic and endothermic energy changes<br>Labelling reaction profiles and bond energy calculations<br><br>Physics 8: Forces<br>vectors and scalars | Biology 16: Adaptations<br><br>competition in animals and plants<br>adaptations in animals and plants<br><br>Biology 17: Organising an ecosystem<br>feeding relationships<br>materials cycling and the carbon cycle<br><br>Chemistry 13: The Earth's atmosphere<br>History and evolving atmosphere<br>Greenhouse gases and climate change<br><br>Physics 9: Motion | Biology 18: Biodiversity and Ecosystems<br><br>human population<br>pollution, deforestation and global warming<br>Biodiversity<br><br>Chemistry 14: The Earth's resources<br>Finite and renewable resources<br>Treating waste water<br>Extraction of metals and use of ores<br>Recycling<br><br>Physics 11: Force and pressure (T)<br>Pressure in solids, liquids and gases |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                    |                                                                                                                              |                                                                                                                                                                                 |                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|  | <p>C4: Chemical Calculations<br/>Relative formula mass<br/>The mole &amp; Avogadro's constant<br/>Concentrations of solutions</p> <p>Physics 1: Energy<br/>Conservation of energy and energy transfers<br/>Gravitational potential, kinetic and elastic energy equations<br/>Power and efficiency</p> <p>Physics 4: Circuits<br/>Current, charge, PD and resistance<br/>Component characteristics<br/>Series and parallel circuit behaviour</p> | <p>Making salts (method &amp; equations)</p> <p>Physics 5: Electricity in the home<br/>Alternating v direct current<br/>Cables and plugs<br/>Electrical power, PD and energy transfer<br/>Using mains electricity safely</p> | <p>states of matter and internal energy<br/>specific latent heat<br/>gas pressure</p> <p>Physics 7: Radioactivity<br/>atoms and radiation, discovery of the nucleus<br/>nuclear decay<br/>half life<br/>medical uses of radiation (T)<br/>fission v fusion (T)</p> | <p>forces between objects and resultant forces<br/>moments, levers and gears (T)<br/>centre of mass<br/>resolving forces</p> | <p>motion-time graphs<br/>velocity and acceleration</p> <p>Physics 10: Forces &amp; motion<br/>f=ma<br/>weight and terminal velocity<br/>momentum<br/>forces and elasticity</p> | <p>Upthrust and flotation</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|

| SPANISH                                                       | Autumn 1                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                        | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 10 Knowledge:</b><br/>What will students know?</p> | <p>Friends<br/>Family relationships<br/>Future plans<br/>Relationships nowadays<br/>Agreement and position of adjectives<br/>'To be' Future tense<br/>Irregular adjectives<br/>Reflexive verbs<br/>Direct object pronouns<br/>Indirect object pronouns</p> | <p>Keeping in touch via the internet<br/>Opinions about online messaging<br/>Using a mobile<br/>Opinions about mobile technology<br/>Comparisons<br/>Perfect tense<br/>'For' Present continuous<br/>Verbs with prepositions</p> | <p>Free time activities<br/>Opinions<br/>Food and meals<br/>Eating out<br/>Sport<br/>Present tense<br/>Radical changing verbs<br/>Adverbs<br/>Future tense</p> | <p>Spanish life and routines<br/>Local customs<br/>Spanish festivals<br/>Latin American culture<br/>Preterite tense<br/>Imperfect tense<br/>Actions and opinions<br/>Numbers</p> | <p>Describe your house<br/>Describe rooms in the house<br/>Describe a town<br/>What there is to do in your town<br/>Amenities<br/>Expressions of quantity<br/>Prepositions<br/>Demonstrative adjectives and pronouns<br/>Present tense<br/>Preterite tense<br/>Advantages and disadvantages of living in the town and the country<br/>Formulate more complex questions<br/>Possessive pronouns</p> | <p>Different ways of volunteering<br/>Charities and voluntary work<br/>Healthy eating<br/>Healthy and unhealthy lifestyles<br/>Present tense<br/>Expressions with 'to have'<br/>'Better than' and 'worse than'<br/>Negatives<br/>Conditional tense<br/>The gerund<br/>Imperfect tense</p> |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Education</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Year 10 Knowledge:</b><br>What will students know? | Structure and function of the musculoskeletal sys.<br>Structure and function of cardiorespiratory sys.<br>Structure and function of cardiorespiratory sys. Contd.<br>Long-term & short-term effects of exercise.<br>Movement analysis<br>Planes and axes.<br>Levers<br>Definitions of health and fitness<br>Definitions of health and fitness<br>Components of fitness.<br>Fitness testing<br>Principles of training<br>Types of training<br>Training thresholds<br>Preparation for Yr10 exam<br>Yr10 Exam feedback<br>Injury prevention<br>Seasonal aspects<br>Warm-up and cool-down<br>Coursework Part 1 – analysis section                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>D&amp;T – FOOD PREPARATION &amp; NUTRITION</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Year 10 Knowledge:</b><br>What will students know? | Coursework research into Food commodities, the science of food, healthy eating, dietary needs, research in the science investigation task practice<br>Practical's will include<br>Pineapple upside down cake (all in one sponge), decorated swiss roll (fat free sponge/ decoration ), macaroni cheese and garlic plaits (roux and bread), roasted vegetable pizza swirls ( bread and packaging), sweet and sour chicken (blended sauce),<br>Coursework research into Food commodities, the science of food, healthy eating, dietary needs, research in the science investigation task practice<br>Practical's will include<br>apple turnovers (lamination), salmon and broccoli quiche (pastry, baking blind/ custard), lasagne (béchamel, meat sauce)Also students will be<br>Designing Christmas cakes following specification<br>Coursework research into Food commodities, the science of food, healthy eating, dietary needs, research in the science investigation task practice Practical lessons will consist of:<br>cheese cake (baking), lemon meringue pie (meringue), chocolate eclairs (choux), Fish cakes (enrobing), pasta (modelling), a variety of own choice dishes to meet a variety of dietary needs Coursework research into Food commodities, the science of food, healthy eating, dietary needs, research in the science investigation task practice Practical lessons will consist of a variety of own choice dishes to meet a variety of dietary needs Coursework research into Food commodities, the science of food, healthy eating, dietary needs, research in the science investigation task practice<br>Practical lessons will consist of a variety of own choice dishes to meet a variety of dietary needs Practice coursework will consist of a trial run for the science investigation task set in September of year 11. This is a six week task which will be graded during the summer in preparation for the actual task beginning in year 11. |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>D&amp;T – CBE</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Year 10 Knowledge:</b><br>What will students know? | Unit 1 Safety and Security in the Construction Industry: AC1.1 - Responsibilities of health and safety and legislation AC1.2 - Identify safety signs used in construction<br>AC1.3 Identify fire extinguishers used in a different situation<br>AC1.4 Describe the role of the Health and Safety Executive<br>AC2.1 – Identify hazards to health and safety in different situation<br>AC2.2 – Describe potential effects of hazards in different situations<br>Unit 1 Safety and Security in the Construction Industry:<br>AC2.1 – Identify hazards to health and safety in different situations<br>AC2.3 Explain the risk of harm in different situations<br>AC3.1 - Explain existing health and safety control measures in different situations<br>AC3.2 – Recommend health and safety control measures in different situations<br>AC4.1 – Identify risks to security in construction in different situations<br>AC4.2 – Describe measures used in construction to minimise risk security<br>Unit 3 – Planning Construction Projects:<br>AC1.1 - Describe activities of those involved in construction projects<br>AC1.2 – Describe responsibilities of those involved in construction projects<br>AC1.3 – Describe outputs of those involved in realising construction projects<br>AC2.1 – Describe processes used in the built environment development projects<br>AC2.2 – Calculate resources to meet requirements for built environment projects<br>Unit 3 – Planning Construction Projects:<br>AC2.2 – Calculate resources to meet requirements for built environment projects<br>AC2.3 – Access potential effects of factors on project success<br>AC2.4 – Interpret sources of information<br>AC3.3 – Set project tolerances<br>Students will sit Unit 1 & Unit 3 exams<br>Unit 2 – Developing Construction Projects: Tiling project<br>AC1.1 – Interpret technical sources of information<br>AC1.2 – Plan sequences of work to meet requirements of sources of information<br>AC2.1 – Identify sources required to complete construction task<br>AC2.2 – Calculate materials required to complete construction tasks<br>AC2.3 – Set success criteria for completion of construction tasks<br>AC2.4 – Prepare for construction tasks<br>Unit 2 – Developing Construction Projects: Tiling project<br>AC1.1 – Interpret technical sources of information<br>AC1.2 – Plan sequences of work to meet requirements of sources of information<br>AC2.1 – Identify sources required to complete construction task<br>AC2.2 – Calculate materials required to complete construction tasks<br>AC2.3 – Set success criteria for completion of construction tasks<br>AC2.4 – Prepare for construction tasks<br>AC3.1 - Apply techniques in completion of construction tasks<br>AC3.2 - Apply health and safety practices in completion of construction tasks<br>AC3.3 – Evaluate quality of construction tasks |