ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

YEAR 10: IGS CURRICULUM OVERVIEW

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home

Contents

Year 10 Curriculum Overview: ART

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: 1. Foundation project – Still life	Drawing skills (observation, accuracy, tone, mark-making) Presenting creative ideas as a visual mind-map. Composition arrangements How to present learning journey in sketchbooks Accuracy techniques Photography as a research tool. Research inspirational artists.	Chess piece drawing Mind map Still life tonal drawing	• Purchase an art pack from school via ParentPay. • Provide a large, well-lit space for art homework (this is set weekly). • Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines. • Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good but galleries provide access to more renowned artists.
Spring Term	COURSEWORK: 1. Foundation project – Still life	Creative composition arrangements including abstract. Acrylic painting techniques Colour theory Researching and writing about art Careers week – Art education after GCSE's and art related careers.	Abstract classwork and homework Artists acrylic copy and evaluation. Artist analysis and evaluation	• As above
Summer Term	COURSEWORK: 1. Foundation project – Still life 2. Final major project	Printmaking techniques (mono, dry-point, lino & Chine Colle) Safe working habits when working in print Taking inspiration from professional printmakers Responding to a given theme (mock exam paper) The 6 Stages of a GCSE project Stage 1 – Mind mapping initial ideas.	Prints and supporting bookwork Overall grade for project 1. Initial ideas mind map.	• As above • This half term students are starting their own personal project and would benefit greatly from seeing a range of art in galleries to inspire their ideas. Excellent local galleries include Leeds City Gallery, Cartwright Hall, Salts Mill, Yorkshire Sculpture Park and The Hepworth in Wakefield.

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Year 10 Curriculum Overview: Business

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice	The dynamic nature of business Risk and reward The role of business enterprise Customer needs Market research Market segmentation The competitive environment Business aims and objectives	End of unit tests 1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on business	Business revenues, costs and profits Cash and cash-flow Sources of business finance The options for start-up and small businesses Business location The marketing mix Business plans Business stakeholdes	End of unit tests 1.3 Putting a business idea into practice 1.4 Making the business effective	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term	1.5 Understanding external influences on business Exam preparation	Technology and business Legislation and business The economy and business External influences Exam preparation	End of unit test 1.5 Understanding external influences End of year exam – Past GCSE paper 1	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions • Use showbie to access past papers

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Year 10 Curriculum Overview: BTEC Performing Arts

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Component 1:** *Exploring the Performing Arts* Introduction to three different productions and their styles	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism, Abstract Theatre, Physical Theatre, Musical Theatre. Applying Practitioner Methodologies.: Frantic Assembly & Stanislavski Writing detailed: Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc).	- **Your Group Work Skills.** - **Your ability to apply a range of acting and musical skills, dramatic techniques , spatial skills and** - **design elements to work clearly in the given Style(s).** - **Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers.** - **Your ability to write detailed reflections on how your skills have developed.** - **Your ability to describe, analyse and evaluate key acting and design choices in the productions.**	- Watch any of the online productions and discuss the key acting and design choices in each production. - Question what different Styles and Practitioner Methodologies they know. - Discuss each of their practical workshops with them and read through their reflections to see if they have described the performance skills they have developed.
Spring Term	**Component 1** Applying your understanding of the styles and productions = ***Written Coursework*** **(30%)** **Component 2:** *Developing skills and techniques in the performing arts.* Introduction to recreating the repertoire (scripts or musical numbers)	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext… Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style Applying Practitioner Methodologies.: Frantic Assembly, Stanislavski Writing detailed: Descriptions, analyses and evaluations of the acting and design in the chosen productions. Writing detailed reflections about how your skills have developed. Describing the skills and responsibilities of key theatre makers (directors, actors, designers, choreographers etc)	- **Your Group Work Skills.** - **Your understanding of how to interpret script or musical numbers as a performer or designer.** - **Your ability to apply a range of acting skills, dramatic techniques , spatial skills and** - **design elements to work clearly in the given Style(s).** - **Your ability to write detailed descriptions of key responsibilities and skills of key theatre makers.** - **Your ability to write detailed reflections on how your skills have developed.** - **Your ability to describe, analyse and evaluate key acting and design choices in the productions.**	- Read their Component 1 coursework and check the meaning is clear, descriptions are detailed & terminology is embedded. - Encourage them to attend intervention sessions and complete teacher feedback and meet deadlines. - Read through the scripts that they are exploring.
Summer Term	**Component 2:** *Developing skills and techniques in the performing arts.* **(30%)** Working on the coursework and completing their final performance	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext… Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). Applying chosen Practitioner Methodologies Writing detailed: targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.	- **Your ability to apply a range of acting or musical skills, dramatic techniques, spatial skills and design elements, working clearly in the given style(s).** - **Your ability to write detailed targets, individual to your practice.** - **Your ability to continually reflect upon how you are progressing with these targets, evaluating your rehearsals and final performance work.**	- Read through their play/watch their musical and help them track through their characters emotional journey - Help them learn their lines/lyrics - Work with them to annotate their lyrics and lines with the characters emotions, objective (what they want) and their motivation (why they want it). - Read through their personal targets and discuss how they are working on these targets in lessons.

Year 10 Curriculum Overview: CHEMISTRY

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Rates of Reaction Energy changes Equilibrium	Factors that affect the rate of reaction Collision theory and activation energy Conservation of mass Exothermic and endothermic reactions Calculate energy change in reactions (HT only) Reversible reactions Equilibrium and dynamic equilibrium. The effect of changing conditions on equilibrium.	Rates of Reaction Energy changes Equilibrium	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Spring Term	Chemical Analysis (SEP ONLY) Structure & Bonding	Identify lithium, copper, calcium, sodium and potassium using flame tests Use of sodium hydroxide solution to identify metal ions (cations) Use of chemical tests to identify carbonate, halide and sulphate ions. Describe and explain ionic, covalent, and metallic bonding. Describe and explain the properties of these compounds Compare diamond with graphite Nanoparticles (Sep only)	Rates of reaction Energy changes & equilibrium Chemical analysis Structure & Bonding	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Summer Term	Periodic Table II Metals	Describe and explain the reactions between Group 1 and 7 using knowledge from structure and bonding topic Properties of transition metals (Sep only) Metal reactions with oxygen, water and acid Reactivity series of metals Alloys Extraction of metals (reduction) phytomining and bioleaching.	End of Year MOCK: All year 10 and Year 9 content	Print some practice questions/past papers to work through and identify areas to work on.

Year 10 Citizenship Curriculum Overview

Subject – Personal development

	Session Content	Powerful Knowledge	How can you help at home?
Citizenship Module	Citizenship module 1. Democracy and dictatorship 2. Elections and voting 3. The tripartite system of government 4. Public money 5. Human rights and international laws 6. General elections	1. A democracy is a government which is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country. A dictatorship is a country is ruled a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control. 2. You must register to vote before you can vote in UK elections or referendums. You can register to vote when you're: 16 years old in England, Wales and Northern Ireland. You cannot vote until you are 18 for elections to UK parliament. 3. The tripartite system is: legislative power, executive power, the judiciary. The executive is the part of the country with responsibly for the day –to- day running of the state. 4. The public sector raises money in order to spend it, mostly on the day-to-day costs of providing public services, on capital investment and on cash transfer payments that support the incomes of various individuals and families. 5. Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. International law. The United Nations Charter sets out the fundamental principles of modern public international law, notably: Promotion of human rights; The strict limitation on the right to use force against other states; The strict prohibition on the acquisition of territory by force. 6. A general election is an opportunity for people in every part of the UK to choose their MP. This person will represent a local area (constituency) in the House of Commons for up to five years. There is a choice of several candidates in each constituency. Some will be the local candidates for national political parties. The candidate that receives most votes becomes their MP.	- Use the resources on Showbie to discuss the importance of democracy in the UK - Use the resources on Showbie to discuss why human rights are important and how the UN functions in partnership with governments across the globe. Use current affairs and the news to discuss how human rights are not always protected equally in different countries.
Finance Module	Finance module 1. Evaluating savings options preventing debt	1. There are lots of different ways to reach your savings goals, including different saving accounts and products that will help you out	- Use the resources on Showbie to discuss different savings options available

Year 10

Curriculum Overview: GCSE Computer Science

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Systems Architecture 2. Von Neumann architecture 3. Common CPU components 4. The FDE Cycle 5. Characteristics of CPUs 6. Embedded systems 7. RAM and ROM 8. Secondary Storage 9. Algorithms 10. Python challenges (1-10)	Define, explain and give examples of: MDR (Memory Data Register) Program Counter Accumulator ALU (Arithmetic Logic Unit) CU (Control Unit) Cache Memory Optical, magnetic and solid-state storage Discuss the characteristic of storage devices Sequence, selection and iteration. Bubble, merge and inset sorts Binary and Linear Search techniques.	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-8 (Autum Term) via homework Topics 9- 10 (Autum Term) via practical exercises	Encourage your child to: Recall keywords from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Practice python programming every week (a minimum of 3 hours per week) Review and complete the revision Year 10 CS revision plan.
Spring Term	1. Types of Networks 2. Performance factors 3. Network Hardware 4. Client Server v P2P networks 5. Internet Protocols 6. Virtual Networks 7. Python challenges (11-20) 8. Producing Robust Programs 9. Computational Logic	Define, explain and give examples of: Local (LAN) and wide area networks (WAN) Wireless Access Points, Routers and Switches Network Interface Cards Different types of transmission media How a Doman Name Server (DNS) works Cloud technologies Wi-Fi frequencies Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP The concept of layers Packet switching. Abstraction, decomposition File actions (open, close, read and write)	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises	Encourage your child to: Recall keywords from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Practice python programming every week (a minimum of 4 hours per week) Review and complete the revision Year 10 CS revision plan.
Summer Term	1. System Security 2. Network Threats 3. Preventing vulnerabilities 4. Operating system software 5. Utility Systems software 6. Ethical, legal, cultural and environmental concerns 7. Python challenges (20-30) Year 10 Mock exams preparation.	Threats posed to networks: Malware, phishing, social engineering brute force attacks, denial of service attacks data interception and theft, the concept of SQL injection poor network policy Identifying and preventing vulnerabilities: penetration testing network forensics & network policies anti-malware software Firewalls, user access levels, passwords and encryption.	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 1- 6 (Summer Term) via homework Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises All of Component 1 via the Year 10 Mock Exam	Encourage your child to: Work through practice papers from 2018-2022 Engage with on-line learning material / videos Practice python programming every week (a minimum of 4 hours per week) Review and complete the revision Year 10 CS revision plan.

Year 10 Curriculum Overview: Design & Technology; Electronics

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Modular Circuit Project 1. Soldering the process board 2. Breadboarding 3. Coding 4. Coding Challenge Core Knowledge – follow textbook	• **Multifunctional modular circuit manufacture.** Process evidence • **Breadboarding** skills to develop bespoke circuits. • **Printed Circuit Board (PCB) manufacturing skills;** • **Coding Skill and challenges;** using Blockly software and completing a series of challenges, complete tasks in the Picaxe tune wizard **Specific Keywords;** Input, process, output, 7 segment display, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket. Single and multicore wire, photo transitor, track side	Low Stake Tests throughout the curriculum Teacher, self and peers assessments threaded throughout the project. Core knowledge – practise exam questions, Low Stake Tests and a mini exam.	**Projects;** Encouraging pupils to complete the homework tasks in a timely manner. Remind pupils that all resources, exemplars and guidance can be found in Showbie. Remind pupils that all work should be completed within their Teams PowerPoint portfolio. Both of these are accessible on their iPad or through any web browser.
Spring Term	Modular Circuit Project 1. Client research 2. Making a PCB 3. Making the Casing 4. Testing & Evaluation Core Knowledge – follow textbook	• **Research and investigation skills;** task analysis, a target market survey and client profile • **Create** design situation and design brief. • Initial ideas of the bespoke circuit using circuit wizard • Complete a product analysis to expand design ideas. • Manufacture your bespoke PCB using circuit wizard, printing and acid etching • Manufacture of the casing using timber and polymer processes. • Evaluation against the brief and specification. Specific keywords; product analysis, situations, circuit wizard, acid etching,	Low Stake Tests throughout the curriculum Teacher, self and peers assessments threaded throughout the project. Core knowledge – practise exam questions, Low Stake Tests and a mini exam.	**Core Knowledge:** Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge. Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm
Summer Term	From June; GCSE NEA Coursework Section A; 1. Context Analysis 2. Design Possibilities 3. Target market research 4. Client profile 5. Work of Others • Mock exam	• **AQA release three contexts for the D&T coursework** on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • **NEA coursework, section A, research & investigation;** pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • **Year 10 mock exam;** in June or July	NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements. Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage. Mock exam is a shortened exam paper designed to test the most	Encouraging pupils to complete the coursework tasks in a timely manner. Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework. Encourage pupils to revise for the mock exam. Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm

Year 10 Curriculum Overview: Design & Technology; Food Technology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Eatwell guide recap 2. The 8 Healthy Eating guidelines 3. Macronutrients overview 4. Fishcakes practical 5. Proteins 6. Fats 7. Carbohydrates 8. Vegetarians 9. Micronutrients overview 10. Timeplan 11. Alternative Protein practical	**Food, Nutrition and Health: Functions, food sources and issues with excess and deficiencies of macro and micronutrients.** **Use this knowledge to make informed choices about food** **Key Words** **Macronutrients, micronutrients, low biological value protein, high biological value protein, carbohydrates, fats, vitamins, minerals, deficiency, excess**	**Practical work – Teacher, Peer and Self Assessment** **Exam questions** **End of Unit tests**	**Projects;** Encouraging pupils to complete the homework tasks in a timely manner. Remind pupils that all resources, exemplars and guidance can be found in on- line Textbook. Remind pupils that all work should be completed in a timely manner. **Preparation of ingredients and supplying a container to take practical work home in**
Spring Term	1.Dietary requirements for different life stages 2. Roasted Vegetable Pasta 3..Specific Dietary groups 4.Cottage Pie 5..Food Allergies and Intolerances 6.Jambalaya 7..Energy Needs and Energy balance 8.Malnutrirtion 9. Time plan 10. Roasted vegetable flan	**Food, Nutrition and Health: Diets for different life stages (Young children, Teenagers, Adults and The Elderly)** **Dietary Groups (Coeliac, Lactose Intolerant, High Fibre, Low sugar, Fat reduced and low salt).** **Energy Needs** **Diet – related Diseases (Obesity, Cardiovascular, Iron Deficient, Anaemia and Type 2 Diabetes** **Key Words** **Life stages, Diet, Deficiency, Lactose, Diabetes, Disease, Anaemia,**	**Practical work – Teacher, Peer and Self Assessment** **Exam questions** **End of Unit tests**	**Projects;** Encouraging pupils to complete the homework tasks in a timely manner. Remind pupils that all resources, exemplars and guidance can be found in on- line Textbook. Remind pupils that all work should be completed in a timely manner. Preparation of ingredients and supplying a container to take practical work home in
Summer Term	1.Emulsions, Aeration, Coagulation, Gelatinisation, Caramelisation. 2.Investigation and experiments 3.Mayonnaise practical 4.Pasta Bake 5.Food Provenance, Seasonal Food, British Food Fortnight 6.Logos, Fairtrade Eves Pudding Locally sourced dish 7.Pastry, shortcrust, choux, filo, flaky pastry 8.Fruit Pie and Custard 9. Flaky pastry / turnovers 10. Profiteroles / choux pastry 11. Samosas / filo pastry 12. End of Year exam.	**Functional and Chemical properties of Food: Emulsions, Aeration, Coagulation, gelatinisation of starch** **Food and The Environment** **Seasonal Food, British Food Fortnight, Food miles, Food logos, Fairtrade** **Pastry** **Knowledge of the different types of pastry and their properties, shortcrust, flaky, choux, filo.** **Key words: Aeration, Coagulation ,Gelatinisation, Seasonal food, Pastry, shortcrust, flaky, choux, filo.**	**Practical work – Teacher, Peer and Self Assessment** **Exam questions** **End of Unit tests** **Year 10 Exam**	**Supporting students to revise for their end of year theory exam** **Preparation of ingredients and supplying a container to take practical work home iS**

Year 10 Curriculum Overview: Design & Technology; Resistant Materials

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Project 1 – Slider Box; 1. CAD – OnShape skills 2. CAD – manufacturing specification (D of NEA) 3. Manufacturing of slider box 4. Diary of Making 5. 2D and 3D sketching skills Mini Project 2 – Polymers; 1. Polymer Processes Core Knowledge – follow textbook	• **CAD OnShape skills** to create a working design, output technical drawings to use to manufacture the slider box. • **Manufacturing** of the slider box using sawing, sanding, drilling, quality control, assembly, finishing techniques. • **Evidence** of manufacturing skills through the diary of making. • **2D and 3D sketching** skills threaded throughout. • **Polymer processing** using the vacuum former, line bender and oven forming with moulds. • **Core D&T Knowledge** taught through a series of mini knowledge lessons building for the exam. **Specific new keywords**; Mitre saw, router, chamfer, housing joint, lap joint, oven forming	Teacher assessment of OnShape; first part, completed assembly & rendering Self-assessment of practical skills Peer assessment of sketching skills and Diary of making Core knowledge – practise exam questions, Low Stake Tests and a mini exam.	**Projects;** Encouraging pupils to complete the homework tasks in a timely manner. Remind pupils that all resources, exemplars and guidance can be found in Showbie. Remind pupils that all work should be completed within their Teams PowerPoint portfolio. Both of these are accessible on their iPad or through any web browser.
Spring Term	Project 3 – Tiny Spaces, practise NEA 1. Context & design possibilities 2. Client profile 3. Brief & specification 4. Idea generation 5. Work of Others 6. Product Analysis 7. Design development 8. Tenth scale modelling 9. Evaluation Core Knowledge – follow textbook	• **NEA coursework, section A**, research & investigation **Pupils write their individual design brief and specification** based on their research and investigation. This informs their design journey. • **Pupils explore design ideas** using the iterative process of design, test, analyse, redesign, continue. • **Pupils develop their clients chosen design**, through paper and card modelling with some plywood and polymer elements, using the skills developed in year 7-10. • **Core D&T Knowledge** taught through a series of mini knowledge lessons building for the exam. **Specific new keywords**; Analysis, evaluate, iterative, perspective, scale, ergonomics, anthropometrics	Teacher assessments of design possibilities, work of others & manufacturing Self-assessment of client profile, modelling and evaluation Peer assessment of brief & specification, modelling. Core knowledge – practise exam questions, Low Stake Tests and a mini exam.	**Core Knowledge:** Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge. Additional design and technology resources can be found on the following websites: www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm
Summer Term	From June; GCSE NEA Coursework Section A; • Context Analysis • Design Possibilities • Target market research • Client profile • Work of Others • Mock exam	• **Manufacturing;** through model making and tenth scale prototypes. • **Evaluation skills.** • **AQA release three contexts for the D&T coursework** on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • **NEA coursework, section A, research & investigation;** pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • **Year 10 mock exam;** in June or July	NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements. Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage. Mock exam is a shortened exam paper designed to test the most common question types.	**NEZ Coursework:** Encouraging pupils to complete the coursework tasks in a timely manner. Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework. Encourage pupils to revise for the mock exam.

Year 10 Curriculum Overview: Design & Technology; Textiles

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.			**Projects:** Encouraging pupils to complete the homework tasks in a timely manner. Remind pupils that all resources, exemplars and guidance can be found in Showbie. Remind pupils that all work should be completed within their Teams PowerPoint portfolio. Both of these are accessible on their iPad or through any web browser.
Spring Term	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.			**Core Knowledge:** Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge. Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm
Summer Term	From June; GCSE NEA Coursework Section A: • Context Analysis • Design Possibilities • Target market research • Client profile • Work of Others • Mock exam	• **AQA release three contexts for the D&T coursework** on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • **NEA coursework, section A, research & investigation;** pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • **Year 10 mock exam;** in June or July	NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements. Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage. Mock exam is a shortened exam paper designed to test the most common question types.	Encouraging pupils to complete the coursework tasks in a timely manner. Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework. Encourage pupils to revise for the mock exam. Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm

Year 10

Curriculum Overview: Digital Information Technology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Preparation for the Coursework 1. User interface design 2. Accessibly features 3. Interface design 4. Interface evaluation 5. Project Management 6. Modern Teams 7. Different types of networking 8. Benefits/Drawbacks of networks 9. Cloud storage 10. Cloud Computing	A user interface is the piece of software that sits between us and the device we are trying to control. Features of Graphical User Interfaces Accessibility requirements Sensors & Speech interfaces Factors effecting interface performance Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components	Pearson Pre-set assignment	Practice the Pearson pre-set assignment Practice Microsoft PowerPoint skills Analyse 2022-23 coursework paper
Spring Term	1. Benefits and drawbacks of working online. 2. Methods of Communication 3. Security 4. Remote working 5. Understand the motivations that lay behind cyberattacks. 6. Motivation to commit crime 7.Type of threats 8.Types of security measures 9. External Threats 10. Internal Threats	Network availability and access Network threats Benefits v Drawbacks Network Infrastructure Distributed v Dispersed Remote working and Collaboration Accessibility Threats & Ransomware Intellectual Property Denial-of-service, Cyberattack, Malware Different types of Hackers Industrial Espionage Disruption Virus, Phishing, Pharming, Hacking DOS and DDOS	Topics 6-10 (Autum Term) Topics 1-10 (Sprint Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario	Recall keywords from lessons Work through practice papers from 2022 Engage with on-line learning material / videos
Summer Term	1. Understand how organisations use information and data flow diagrams 2. Presenting information 3. Flowcharts 4. Data Flow Diagrams Information Flow Diagrams 5. Tabular data 6. Written data 7. Impact of decision making	The main purpose of an information flow diagram visualise the flow and exchange of data between systems. Information Flow Diagrams are also known as "System" diagrams. A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution. The process of creating a Data Flow Diagram	Topics 6-10 (Autum Term) Topics 1-10 (Sprint Term) Topics 1-7 (Summer Term) All elements of Powerful knowledge Recall of facts Application of theory within a scenario Mock exam questions	Recall keywords from lessons Work through practice papers from 2022 Engage with on-line learning material / videos

Year 10 Curriculum Overview: Drama GCSE

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Devising & Script work 2. Devising Mini Mock 3. Live Theatre Reviews	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext… Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Farce, Naturalism, Kneehigh Theatre & Physical Theatre. Applying Practitioner Methodologies: Stanislavski, Kneehigh Theatre Company & Frantic Assembly. Writing detailed: descriptions, analyses & evaluations of your process, research and ideas for devised performance and of Live Theatre performances.	- Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Drafts of Devising Logs 1, 2 & 3. - Live Theatre Reviews.	- Discuss ways of writing more detailed descriptions, analyses and evaluations. - Read script extracts and question the context and characters. - Question what different Styles and Practitioner Methodologies they know. - Discuss the acting & design elements of Live Theatre seen.
Spring Term	1. Devising Mini Mock 2. Text in Performance work on script extracts. 3. Set Text: Blood Brothers revisited	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext… Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style: Naturalism & Kneehigh Theatre. Applying Practitioner Methodologies: Stanislavski & Kneehigh Theatre Company. Writing detailed: descriptions analyses & evaluations of your process, research, ideas and final devised performance and of your use of design and acting skills used on Set Text extracts.	- Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Drafts of Devising Logs 1, 2 & 3. - Written Paper style responses to Section B Q1-3.	- Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. - Give feedback on performance work. - Read cue lines to help them learn lines. - Revise Styles and Practitioner Methodologies.
Summer Term	1. Set Text: Blood Brothers revisited 2. Devising Exam	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Script Interpretation Skills: who, what, where, when & why understanding context, subtext… Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). Applying chosen Practitioner Methodologies Writing detailed: descriptions analyses & evaluations of your process, research & ideas. Evaluating your final devised performance. Describing, analysing & evaluating your ideas for design and use of acting skills for the Set Text extracts.	- Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques , spatial skills and design elements to work clearly in the given Style(s). - Your ability to write detailed descriptions, analyses & evaluations. - Drafts of Devising Logs 1, 2 & 3. - Written Paper style responses to Section B Q1-3.	- Ask them to explain the key characters in Blood Brothers and what they should write for Questions 1-3. - Read Devising Log drafts to check meaning is clear, descriptions are detailed & terminology is embedded. - Talking through the concept for the Devised performance.

Year 10 Curriculum Overview: Engineering Design

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	R38- Principles of Engineering Design 1. Types of drawings 2. Working Drawings R039-Non-Exam Assessment (NEA) 3.Sketches for a design idea. 4. Annotation and labelling 5. Design Development 6. 3rd Angle orthographic projection.	R38- Principles of Engineering Design Learn about and understand the different types of drawing used in the development of engineer's products. Know the conventions used for engineers working drawings and be able to interpret them. R039-Non-Exam Assessment (NEA) Be able to use a range of freehand sketching techniques to generate concepts. Use line enhancement & rendering techniques to enhance design ideas and annotation and labelling to explain the concepts. Use isometric sketching to develop a design idea to meet the requirements of a given design specification..	Regular low stakes tests NEA Task 1- Design Ideas R39 NEA task 2- Development drawings R39 NEA Task 3A Orthographic drawing	Purchase the course revision guide/workbook for your child on parent pay. Make sure they have a pencil case with correct stationary (pencil, sharpener, eraser, black or blue biro, fine liner pen) Encourage your child to attend Engineering After school intervention sessions. Encourage your child to do practice sketching at home to prepare for the Non exam assessments
Spring Term	**R38- Principles of Engineering Design** 1. Using 3D CAD 2. Stages involved in design strategies **R39 Non-Exam Assessment (NEA)** 3. Assembly drawings 4. Creating parts using 3D CAD 5. Creating 3D CAD assemblies	R38- Principles of Engineering Design Understand the fundamental principles of 3D CAD software (sketches, axis, work planes, extrusions, parts, assemblies, simulations) Understand the advantages and limitations of using CAD softw are compared to manual drawing techniques. R039-Non-Exam Assessment (NEA) Be able to create engineers' assembly drawings (Isometric drawings, exploded views, section drawings) to develop and explain a design. Be able to use 3D Cad softw are to produce parts to scale and produce and assembled CAD model for their developed design proposal.	Regular low stakes tests R39 NEA Task 3B – Assembly Drawings R39 NEA Task 4 3D CAD Parts and Assemblies	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the low stake tests
Summer Term	**R38- Principles of Engineering Design** 1. Stages of the iterative design process **R40 Modelling Design ideas** 2. Creating a 3D CAD model 3. Simulating the operation of the product using CAD software	R38- Principles of Engineering Design 1. R40 Modelling Design ideas Be able to produce an accurate 3D CAD model from a given working drawing and specification. Be able to use 3D CAD softw are to simulate the operation of the product.	Regular low stakes tests R40 NEA Task 3 – Virtual CAD Modelling Unit R38 content - Mock Exam	Encourage your child to attend Engineering After school intervention sessions when requested. Encourage your child to practice using On-shape (3D CAD) on their i-pad to help with the NEA tasks. Encourage revision using the resources on Showbie for the Y10 R38 Mock exam

Year 10 Curriculum Overview: English Language and Literature

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	'Power and the Fallibility of Man' The study of Lord of the Flies/ An Inspector Calls. A selection of poems relating to 'Power' from the 'Power and Conflict' poetry cluster.	Power as a corruptive force The misuse of power Inequality Human nature Fallibility of man The nature of evil Man's relationship with nature Hubris Patriarchy Gender Social Class Hierarchy	• Two essay questions based on Lord of the Flies/An Inspector Calls. These could focus on character or theme. You will have to be able to plan and write a detailed thesis paragraph, alongside three detailed and exploratory main body paragraphs.	• Re-reading LOTF/AIC at home and tackling any difficult vocabulary. • Using online resources – revision videos on Showbie, as well as YouTube videos. • Order revision guides to focus student revision. • Revise key quotations • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.
Spring Term	Introduction to Language Paper 1: this will involve being taught the skills necessary to complete 4 reading questions on a fictional extract and 1 writing question, asking students to narrate or describe an event. 'Man in Conflict' The study of *Macbeth* The study of a selection of poems relating to 'man in conflict' from the poetry anthology.	Conflict War Internal conflict Gender The nature of evil Hubris Fallibility of man Supernatural Witchcraft Bravery Duty Appearance vs Reality Ambition	• A Language Paper 1 run through (4 reading questions, 1 writing) • Two extract-based essay questions on Macbeth. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three detailed and exploratory main body paragraphs.	• Completing extra Language Paper 1 past papers – available on the AQA website and Study Skills Showbie group. • Re-reading/ watching *Macbeth* at home. • Using revision guides/ online videos to reinforce key ideas in the play. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers. • Revise key quotations
Summer Term	Completion of 'Man in Conflict' through teaching of the end of Macbeth and a cluster of poems centred on internal conflict. Language Paper 1 revision ahead of mock exams. 'Power of words' unit to support students to write from their point of view. Completion of the Spoken Language Endorsement.	Masculinity Internal conflict Hubris Human Nature Violence Guilt Regret Poverty Patriarchy Gender Ambition War	• Mock exam on *Lord of Flies/AIC and Macbeth*: a choice of two essay questions for *Lord of the Flies/AIC*, followed by an extract question for Macbeth. • Mock exam on Language Paper 1	• Completing extra Language Paper 1 past papers – available on the AQA website. • Re-reading/ watching Macbeth at home. • Using revision guides/ online videos to reinforce key ideas in the play. • Re-reading Lord of the Flies at home and tackling any difficult vocabulary. • The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.

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Year 10 Curriculum Overview: Ethics, Philosophy and Religion

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
Autumn Term	1. Religion and life 2. Christian beliefs and teachings	1. The origins of the universe 2. The value of the world 3. Use and abuse of the environment 4. Pollution 5. The use and abuse of animals 6. The origins of human life 7. Abortion 8. Euthanasia 9. Death and the afterlife	1. the nature of God 2. God as omnipotent, loving and just 3. The holy trinity 4. Beliefs about creation 5. The incarnation 6. The crucifixion 7. Resurrection and ascension 8. Afterlife and judgement 9. Heaven and hell 10. Sin and salvation 11. The role of Christ	A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	• Visit a local Church • Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied • Direct your child to resources on BBC bitesize • If you have a family member/friend of the Christian faith, speak to them. • Complete knowledge organisers. • Practice exam style questions.
Spring Term	1. Religion peace and conflict 2. Christian practices (1)	1. Religion peace and conflict 2. Violence and protest 3. Reasons for war 4. Nuclear war and WOMD 5. Just war theory 6. Holy war 7. Pacifism and peace making 8. Religious responses to victims of war	1. worship 2. Prayer 3. Sacraments 4. Holy communion 5. Pilgrimage 6. Festivals	A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	• Direct your child to resources on BBC bitesize • Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied • Complete knowledge organisers. • Practice exam style questions. • Read 'Mere Christianity' by C.S. Lewis.
Summer Term	1. Crime and punishment 2. Christian practices (2)	1. Crime and punishment 2. Reasons for crime 3. Religious attitudes to law breakers 4. Aims of punishment 5. Christian attitudes to suffering 6. Treatment of criminals 7. Forgiveness 8. Capital punishment	1. Role of the church 2. Mission and evangelism 3. Church growth 4. Worldwide church 5. Christian persecution 6. Responses to world poverty	A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	• Direct your child to resources on BBC bitesize • Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied • Complete knowledge organisers. • Practice exam style questions.

Year 10 Curriculum Overview: FRENCH

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Personality adjectives with être 2. Appearance with avoir 3. Family relationships 4. Qualities of a good friend 5. Past/future tense recap 6. Marriage 7. Celebrity culture 8. Customs pack	✓ Irregular verbs avoir and être ✓ Present tense ✓ Adjectival agreement ✓ Opinions and justifications ✓ Reflexive verbs ✓ Introduction to GCSE Speaking photocard ✓ 90 word writing task skills ✓ WOW phrases ✓ Revision skills	❑ **90-word writing task.** ❑ **On-going vocabulary and grammar tests**	➢ **Join teacher Showbie group and H5ATM folder** ➢ **Keep an eye on ClassCharts for all homework and assessment information** ➢ **Support with student organisation** ➢ **Support with guiding revision tasks set (flashcards, mind maps, quizzing)** ➢ **Work through speaking questions together.**
Spring Term	1. Countries 2. Accommodation 3. Transport 4. Holiday activities 5.Weather phrases 6. Importance of holidays 7. Conditional tense 8. Ideal holidays	✓ Introduction to GCSE speaking questions ✓ Past tense ✓ Future tense ✓ Reflexive verbs ✓ Complex opinions ✓ Small but important words ✓ WOW phrases ✓ Listening skills ✓ Reading skills	❑ **Y10 Mocks begin (27 April-6 May) – Reading, listening, writing paper** ❑ **On-going vocabulary and grammar tests**	➢ **Join teacher Showbie group and H5ATM folder** ➢ **Keep an eye on ClassCharts for all homework and assessment information** ➢ **Support with student organisation** ➢ **Support with guiding revision tasks set (flashcards, mind maps, quizzing)** ➢ **Work through speaking questions together.**
Summer Term	1. What you do to be healthy 2. Types of food and drink 3. Smoking and alcohol 4. Past health 5. How you will improve your health in the future	✓ Conditional tense ✓ 150 word writing skills ✓ Speaking role play skills ✓ Question words ✓ Comparatives ✓ Superlatives ✓ Speaking role play skills ✓ Question words ✓ WOW phrases	❑ **Y10 Speaking exams w/c 22 June and 29** ❑ **On-going vocabulary and grammar tests**	➢ **Join teacher Showbie group and H5ATM folder** ➢ **Keep an eye on ClassCharts for all homework and assessment information** ➢ **Support with student organisation** ➢ **Support with guiding revision tasks set (flashcards, mind maps, quizzing)** ➢ **Work through speaking questions together.**

Year 10 Curriculum Overview: Functional Skills Pathway

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Analyse fiction and non-fiction writing for format, purpose and audience connected to the themes in core English lessons. 2. Retrieval practise linking to English Language exam skills. 3. Comment on the use of writers' methods and structural choices 4. Analyse and evaluate using evidence 5.Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and persuasive way, using a variety of sentence types. 7. Use of correct spelling and appropriate punctuation and grammar.	**Extracting key information from different texts requires the use of many different reading skills such as prediction, inference, identification of facts and opinions. Different writers may have different points of view.**	**Half termly assessments of reading and writing skills in order to track progress Spelling, punctuation and grammar**	**Read a range of different texts such magazines, newspapers, books and web pages. Add subtitles to movies and video games to help upskill spellings.**
Spring Term	1.Descriptive and narrative writing 2. Review of word types and choices to add detail and interest 3. Review of sentence types and the impact of these on the reader 4. Review and use of linguistic devices 5. Planning writing to meet the needs of a written examination task 6. Continued practise of writing skills 7. Use of correct spelling and appropriate punctuation and grammar	**Different writing styles are needed for different audiences. Good writing will have a clear layout, good spelling, and appropriate punctuation and grammar. A range of linguistic techniques will add interest and detail to writing.**	**Half termly assessments of reading and writing skills in order to track progress**	**Read regularly at home. Use resources on Showbie to continually practise spelling and grammar.**
Summer Term	1. Identifying the skills used by effective public speakers. 2. Identify information and lines of arguments in presentations 3. Writing and speaking to persuade 4. Develop a speech on a topic of your choice ensuring it is appropriate for the audience. 5. Respond effectively to detailed questions 6. Know how to effectively take part in a group discussion 7. Respect the opinions of others, effectively interject and contribute 8. Reading for pleasure	**Effective communication requires good speaking and listening skills. These skills can be practised and improved. Asking open and probing questions demonstrates good listening.**	**Presentation delivery. You will be judged on speaking, listening and questioning skills.**	**Show a lively interest in people you meet, ask questions. Watch debates on television; links to examples will be available on Showbie.**

Year 10 Curriculum Overview: Geography

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
The Changing Economic World	There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, service industries (tertiary industries), trade, Transnational Corporation (TNC), science and business parks, post-industrial economy, north-south divide, microfinance loans, literacy rate, life expectancy, international aid, intermediate aid, intermediate technology	Knowledge Check Mid-topic assessment End of Topic assessment	• **Complete all pages in booklet** • **Complete revision clocks** • **Use checklists for revision** • **Use the revision guides and revision cards that are offered for purchase by the school**
Natural Hazards	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Hazard risk, natural hazard, conservative, constructive, destructive, earthquake, immediate response, long-term response, monitoring, plate margin, planning, prediction, secondary effects, tectonic hazard, tectonic plate, volcano, economic impact, environmental impact, extreme weather, global atmospheric circulation, management strategies, monitoring, tropical storm, hurricane, typhoon, cyclone, climate change, adaptation, mitigation, orbital changes, quaternary period.	Knowledge Check Mid-topic assessment End of Topic assessment	• **Complete all pages in booklet** • **Complete revision clocks** • **Use checklists for revision** • **Use the revision guides and revision cards that are offered for purchase by the school.** • **Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK -** https://www.visitbradford.com/thedms.aspx?dms=3&venue=2180332
Urban Issues and Challenges	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Lagos, Nigeria) Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Leeds, UK) Urban sustainability requires management of resources and transport.	Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, megacities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlements, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling.	Knowledge Check Mid-topic assessment End of Topic assessment	• **Complete all pages in booklet** • **Complete revision clocks** • **Use checklists for revision** • **Use the revision guides and revision cards that are offered for purchase by the school** • **Visit Leeds Southbank to see the impact of regeneration.**

Year 10 Curriculum Overview: History

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: People's Health, c.1250-present 1. Did anyone really care about health in medieval England? 2. Early Modern England – more of the same 3. Why were there such huge changes in the period 1750 to 1900? 4. The Twentieth Century – constant progress?	Learners should be able to explain the ways in which the following five factors influenced changes and continuities in public health: • Beliefs, attitudes and values • Local and national government • Science and technology • Urbanisation • Wealth and poverty More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf	The thematic study forms the first half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding. Students will practice these question across the Autumn term of Year 10, completing a mock exam in Year 10 and Year 11.	Visit a local medieval monastery to see the improved public health they had in the period 1250 to 1500. Visit the Thackeray Medical museum in Leeds, which includes information about the response to cholera outbreaks in the 19th century.
Spring Term	Unit 2: the Norman Conquest, c. 1065-1087 1. Was Anglo-Saxon England a golden age? 2. Should William be remembered as a "lucky bastard"? 3. Brutal slaughter – is this how William gained control of England? 4. Norman castle – military fortress or status symbols? 5. A truck load of trouble – does this describe the Norman conquest of England?	This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087.and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf	The British depth study forms the second half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse, evaluate and make substantiated judgements. It has a particular focus on the ways in which the past has been interpreted in different ways. Students will practice these question across the Spring term of Year 10, completing a mock exam in Year 10 and Year 11.	There are a number of Norman Castles in the local area which would help to reinforce the work we complete in this unit. Clifford's Tower in York is a good example and has recently been refurbished.
Summer Term	Unit 3: Shelley House and ROC Group 20 HQ 1. Phase 1: 1884-1938 2. Phase 2: 1961- 1992 3. Phase 3: 2000 to present	The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand: • The strengths and weaknesses of the physical remains of the site as evidence about its past • How the site fits into a wider historical context. More detail can be found here: https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf More detail about the site students study is available here: https://www.english-heritage.org.uk/visit/places/york-cold-war-bunker/	The site study is assessed in a separate exam paper and is worth 20% of the GCSE (9–1). The exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three. The questions will be based on the aspects listed in the criteria for the selection of the site and the additional historical sources. Each question will combine elements from two or more aspects of the criteria. Learners will be expected to use their knowledge and understanding of the site to analyse and evaluate	Read Attack Warning Red!: How Britain Prepared for Nuclear War by Julia McDowall. Use the internet to research other ROC site in the local area. https://www.subbrit.org.uk/categories/nuclear-monitoring-posts/

Year 10 Curriculum Overview: Hospitality & Catering

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Unit 1:** 1.Job roles; hours; pay; Contracts 2. Catering provisions & types of service 3.Cooking & Presentation Techniques 4.Front & back of House 5. HACCP 6.Health & safety laws 7.Standards & ratings	**Unit 1: 1.1-1.3 H&C providers, how they operate and health & safety** Working in the hospitality industry, the conditions and what contributes to the success of a catering provision. Laws about personal safety in catering and customer safety. Specific keywords: Residential, non-residential; commercial, non-commercial; Risk, hazard, Control measures; A la carte, table d'hote, gueridon, silver service; dress code, stock control, FIFO,; Legislation, COSHH, HASAWA, RIDDOR, MHOR, PPER, Personnel; Employer, Employee; Personal attributes; Michelin, AA Rosette.	Low stakes Test (LST) on several areas Teacher Assessment of practicals Formative assessment: End of Unit test.	Resources stored in Showbie Revision Knowledge organisers on showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame)
Spring Term	**Unit 1&2:** 1.Food Prep & Cooking techniques 2.Presentation Techniques 3 Nutrition & menu planning 4 Customer Types 5.Seasonality Sustainability 6.Special Diets 7.Food borne illness 8.Environmental health officer 9.Allergies & intolerances 10.Food legislation	**Unit 1: 1.4 Food safety in H&C industry & Unit 2: 2.1 - 2.4 H&C in action** Food related causes of ill health and symptoms of food poisoning and how to prevent it. The importance of nutrition; how cooking can impact on nutritional value; practical skills needed to prep, cook and present nutritional dishes and evaluation of those dishes. Specific Keywords: Environmental health Officer, Magistrate; E-Coli, Salmonella, pathogen, microbes; Food Safety Act 1990, HACCP, premises, provision, Coeliac, Lactose intolerant.	Low stakes Test (LST) on several areas Teacher Assessment of practical's Formative assessment: End of Unit test.	Resources stored in Showbie Revision Knowledge organisers on Showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame) Past exam papers to look through with mark scheme on Showbie
Summer Term	**Unit 2:** 1.Analyse the assigned Brief 2.Map out suitable dishes 3. Assess nutritional benefits to customer needs 4. Explain impact of cooking on nutritional value 5. Environmental factors involved in dish choice 6. Timeplan for Practical 7. Review & Evaluation	**Unit 2: Mini Mock NEA** 2023 WJEC Brief used to create a Mock NEA. One dish instead of two to plan, cook and evaluate. Year 10 Mock Exam in June Specific keywords: Non Exam Assessment; batonnet, chiffonade, brunnoise, julienne, bain-marie, aeration, paoching, caramelising, sauteing, blanching; sustainability, ethical, moral, food-miles, organic, free-range, demographics, halal.	Low stakes Test (LST) on several areas Teacher Assessment of Mock Practical Formative assessment: Evaluation of practical.	Revision Knowledge organisers on Showbie to complete Encourage cooking of complicated dishes at home (cook a Sunday lunch and dessert - set a timer so they have to complete within a 2-3 hr time frame) Mock revision lists on Showbie Past exam papers available on Showbie

Year 10 Core Curriculum Overview: Mathematics

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	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**(1)** Algebraic manipulation **(2)** Quadratic equations **(3)** Product rule for counting **(4)** Accuracy and Bounds **(5)** Surds **(6)** Exact trigonometry values and graphs **(7)** Data representation and analysis	• Expand double and triple brackets and factorise quadratic expressions • Solve quadratic equations • Plot quadratic functions • Use the product rule for counting to solve problems • Rationalise the denominator of a surd • Error intervals for rounded and truncated number • Find bounds for calculations • Know exact trigonometry values • Recognise and plot trigonometric graphs • Construct and interpret histograms • Cumulative frequency graphs and box plots	Review assessments will take place twice a term towards the end of each half term. Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths
Spring Term	**(8)** Quadratic Functions **(9)** Sketching quadratic graphs **(10)** Venn Diagrams and Set notation **(11)** Probability **(12)** Direct and Inverse proportion **(13)** Reciprocal graphs **(14)** Linear Graphs **(15)** Inequalities **(16)** Circles	• Completing the square • Quadratic formula • Identify roots and turning points of functions • Venn diagrams, set notation • Probability tree diagrams • Direct and inverse proportion (word problems, algebraic representation and graphs) • Plot and understand reciprocal graphs • Find equations of parallel and perpendicular lines • Solve linear and quadratic inequalities. Represent inequalities graphically • Circle mensuration, arcs and sectors, and Circle Theorems	Review assessments will take place twice a term towards the end of each half term. Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths
Summer Term	**(17)** Equation of a circle and simultaneous equations **(18)** Loci and bearings **(19)** Further Trigonometry **(20)** Circle theorems	• Know the equation of a circle centred at (0,0) • Solve linear simultaneous equations by elimination and substitution • Solve simultaneous equations one of which is non-linear • Construct line and angle bisectors • Measure and draw bearings • Sine rule, cosine rule, area of triangle formula • Use angle properties involving circles to find missing angles	An end of year assessment will take place during the final term. Assessments will cover content that has been taught throughout the year building on knowledge from previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths

Year 10 Support Curriculum Overview: Mathematics

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	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**(1)** Algebraic manipulation **(2)** Quadratic equations **(3)** Angle properties and bearings **(4)** Data representation and analysis **(5)** Accuracy and Bounds **(6)** Fraction operations **(7)** Percentage change	• Collect like terms • Expand single and double brackets • Factorise quadratic expressions • Know and use angle properties to find missing angles • Construct and interpret composite and dual bar charts • Round values to varying degrees of accuracy and use these to perform estimations • Represent and solve linear inequalities • Find error intervals for rounded and truncated values • Find fractions of amounts and be able to calculate with fractions • Find percentages of amounts with and without a calculator • Calculate percentage change	Review assessments will take place twice a term towards the end of each half term. Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths
Spring Term	**(8)** Quadratic Functions **(9)** Plotting quadratic graphs **(10)** Venn Diagrams and set notation **(11)** Probability tree diagrams **(12)** Direct and Inverse proportion **(13)** Reciprocal graphs **(14)** Linear Graphs **(15)** Find equations of parallel lines **(16)** Simultaneous equations	• Solve quadratic equations by factorising • Recognise and plot quadratic equations • Identify roots and turning points of quadratic equations • Use and understand Venn diagrams with set notation • Probability tree diagrams • Direct and inverse proportion (word problems, algebraic representation and graphs) • Plot and understand linear graphs including finding the gradient • Find equations of parallel lines • Solve simultaneous equations	Review assessments will take place twice a term towards the end of each half term. Assessments will cover content that has been taught in the current half term as well as some key concepts from earlier in the year or in previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths
Summer Term	**(17)** Circle mensuration **(18)** Finding sector area and arc length **(19)** Volume of prisms and other 3D solids **(20)** Constructions and loci **(21)** Using mathematics in the real world	• Find the area and circumference of a circle • Find the area of a sector and calculate arc length • Find volumes of 3D solids and solve related shape problems • Construct line and angle bisectors • Measure and draw bearings • Use mathematics to solve functional problems set in real-world scenarios • Interpret worded questions	An end of year assessment will take place during the final term. Assessments will cover content that has been taught throughout the year building on knowledge from previous years.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths

Year 10 Curriculum Overview: Media Studies

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Media Language and Representation** Film Marketing • No Time To Die (+ Industry) • The Man with the Golden Gun Advertisements • NHS 111 • This Girl Can Magazines • GQ • Vogue	**Media Language** • Semiotics • Todorovian Narratology • Propp's Character Types • Binary Opposition • Intertextuality **Representation** • Gender performativity • Feminism • Stereotypes • Post colonialism	Component 1: Exploring the Media Written examination: **1 hour 30 minutes** **40%** of qualification • **one** stepped question on media language of a set text. [15 marks] • **one** essay comparing a set text to an unseen about Representation. [25 marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources -- LINK
Spring Term	**Media Language and Representation** Newspapers • The Sun • The Guardian **Industry and Audience** Newspapers • The Sun (+ Website) • The Guardian	**Media Language &Representation** • Codes • Conventions • Layout and design • Symbols • Political affiliation • Conformation Bias **Industry and Audience** • Hypodermic needle theory • Reception Theory • Uses and Gratification	• **One** stepped question on media language of a set text. [15 marks] • **One** essay comparing a set text to an unseen about Representation. [25 marks] • **One** stepped question on Media Industries • **One** stepped question on Media Audiences [45 Marks]	• You could ensure students are using Mrs Fishers videos to make notes. LINK – to her YouTube page • You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes • You can also use the exam boards resources -- LINK
Summer Term	**Industry and Audience** Game Industry • Fortnite • Epic Games Website Radio • Desert Island Disks • BBC Radio 4 website (The Archers) **NEA COURSEWORK 30%** • Crete a DVD cover and poster • Magazine cover and Double Page Spread	**Industry and Audience** • Cultural industries • Regulation • Uses and Gratification • BBC and Public Service broadcasters **NEA COURSEWORK 30%** • Affinity Photo • Affinity Designer	• **One** stepped question on Media Industries • **One** stepped question on Media Audiences [45 Marks] **Component 3: Creating Media Products** Non-exam assessment **30% of qualification**	Some previous students examples **Magazine Examples** **Film Poster Examples**

Year 10 Curriculum Overview: MUSIC

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Developing baseline GCSE skills and musical literacy. Introduction to Classical Music and the Orchestra	Term 1:Recap on MAD TT SHIRT. Introduction to the AQA set work (AoS2). Exploration of composition strategies. Research on different styles and genres. Examples of what a good composition looks like. Ongoing homework and 2 lessons per cycle. Term 2: Features of Classical Music/orchestral instruments	Term 1: Comfort zone performance: fortnightly homework to support. Term 2: Composing exercises and short answer tests on Set Work and Area of Study in general. Performance- first upload of solo piece. This should be final solo choice. Partial recording at this stage is fine.	Check that students have discussed GCSE repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.
Spring Term	Deeper exploration of content required for AoS2. Beethoven Symphony 1 Further work on composition and performance.	Term 1: Section A strategies and knowledge. Popular Music (AoS2). Use of MAD TT SHIRT in Rock, Pop, Film, Theatre and Gaming music. Plan composition and work on chord sequence/melody initially. Term 2:Slow Introduction and Exposition section analysis (Beethoven 1)	Term 1: For performance, practice ongoing of solo piece, acting on targets set last term. Term 2: Final draft of composition. For performance, second upload of solo piece. Complete submissions at this stage. (Year 10 Mock)	Performances in front of family/friends work well in the lead up to final assessment.
Summer Term	.Revision of AoS 2 and exploration of content required for AoS1. Beethoven Symphony 1 Refining year 10 composition and performance pieces.	Term 1: Revision techniques and strategies for Y10 exams. Development and Recapitulation sections Beethoven 1. Using DIRT and moderated feedback from dept team to further refine composition and performance. Term 2: Year 10 exams and feedback. A look at the AoS 2 set work and initial analysis. Setting targets for summer/very start of year 11.	Term 1: Mini assessments/8 mark and 2 mark set work question responses and wider listening practice. Term 2: Year 10 exams and mock grade generated across all 3 components.	Students are encouraged to try revision strategies across their time at IGS. By now they will know what works best for them. Those at home could help by testing/asking students to teach them about their set works

Year 10 Curriculum Overview: PE

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Hockey 2. Rugby 3. Badminton 4. Volleyball	1. To show knowledge and understanding of complex skills in team sports and be able to help others 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To learn to work together and appreciate all members of the group in a full sided game 5. To learn the more complex skills of badminton 6. To learn the basic new skills of volleyball and transfer them to a small sided game	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	1. Netball 2. Football 3. Fitness 4. Tournaments	1. To show knowledge and understanding of complex skill and tactics in team sports 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness plan 4. To understand different types of fitness training 5. To know and understand and compete in the structure of a tournament	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness	1. To develop the skills- throwing, striking and fielding 2. To understand the rules in all activities to score, and now the positions of play and how to make tactical decisions 3. To learn the new basic handing and shooting skills in Basketball 4. To learn transfer invasion games knowledge into the new sport of Basketball 5. To develop and understand different types of fitness and show self motivation	Rewards will be given on Class Charts 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment	Encourage Extra-curricular sport: 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle

Year 10 Curriculum Overview: GCSE PE Paper 1

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**1. Components of Fitness** - Definitions, tests, examples. **2. Principles of training** - SPOR, FITT, definitions, examples. **3. Methods of training** - Continuous, Interval, Fartlek, Circuit, Weight, HIIT, Plyometric - Definitions, examples, advantages & disadvantages. - Warm up & cool down **4. Exam questions and technique** **5. Revision strategies**	1. Identifying and explaining each component of fitness. 2. Identifying the tests for each component of fitness. 3. Sporting examples of performers who use each component. 4. Identifying and explaining SPOR and FITT 5. Identifying and explaining 7 methods of training. 6. Evaluating advantages and disadvantages of each method of training. 7. Identify and evaluating the reasons and benefits for warming up and cooling down. 8. Developing and evaluating exam technique to answer exam questions. 9. Developing revision strategies	**1. Components of Fitness** - Definition of each component - Tests for each component - Sporting Examples for each component **2. Principles and Methods of Training** - Definitions of Specificity, Progression, Overload, Reversibility (SPOR). - Sporting examples - Definition and application of Frequency Intensity, Time and Type (FITT). - Methods of training (listed in outline). - Warm up and cool down (reasons and benefits	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	**1. Skeletal System** - Naming and locating bones - Types of joint and movement - Synovial joint - Functions of the skeleton **2. Muscular System** - Naming and locating muscles - Antagonistic pairs (definitions and examples) **3. Exam questions and technique** **4. Revision strategies**	1. Identifying and labelling 19 major bones 2. Identifying two types of joints and where they can be found in the body. 3. Analysing joint movements in sporting examples. 4. Identifying and explain 6 functions of the skeleton 5. Identifying and labelling 11 major muscles 6. Analysing muscles movement in sporting examples 7. Explaining antagonistic pairs and identifying them in the body 8. Analysing antagonistic pairs in sporting movement. 9. Developing and evaluating exam technique to answer exam questions. 10. Developing revision strategies.	**1. Skeletal System** - Naming and locating the 19 major bones - Identifying two different types of joint, and joints in the body - Identifying the 6 possible types of movement - Identify and explaining the role of key part of a synovial joint - Identifying and explaining the 6 functions of the skeleton **2. Muscular System** - Naming and locating the 11major muscles - Explaining antagonistic pairs and the key terms associated with this. - Giving examples of antagonistic pairs in the body and sporting movements.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term	**1. Lever Systems** - 1st, 2nd, 3rd Class, examples in the body and sport, diagrams **2. Planes and Axis** - Sagittal, Frontal and Transverse planes. Longitudinal, Frontal and Transverse axes - Examples **3. Cardiovascular System** - Labelling heart, pathway of blood, blood vessels, key terms, **4. Exam questions and technique** **5. Revision strategies**	1. Identifying, explaining & drawing all 3 lever systems. 2. Identify & explain each component part of a lever system 3. Applying knowledge to sporting examples for each lever. 4. Identifying and drawing the 3 planes of movement and 3 axes of rotation, 5. Applying knowledge of planes & axis to sporting examples. 6. Identifying and labelling key parts of the heart. 7. The pathway of blood through the heart, & identifying the two separate loops. 8. Identifying the main blood vessels in the body & their functions. 9. Identifying key terms such as heart rate, stroke volume and cardiac output. 10. Developing and evaluating exam technique to answer exam	**1. Lever systems** - Identifying, explaining & drawing all 3 lever systems. - Identifying and explaining the component parts of a lever (fulcrum, effort, load). - Sporting examples of each lever. **2. Planes and Axis** - Identify and draw 3 planes of movement - Identify and draw 3 axes of rotation - Sporting examples in each plane and lever 3. Cardiovascular System - Identify and label parts of the heart - Identify and explain the main functions of each blood vessel	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision

Year 10 Curriculum Overview: GCSE PE Paper 2

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Sports Psychology** Characteristics of skilful movement Classification of skills Goal setting **AEP Section 1** Evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness. **Section2** Produce a fully justified analysis of the importance of the different components of fitness for their chosen activity.	1.• know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic 2. • know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. 3. understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	**Section 3** Evaluate the strengths and weaknesses of the performance **Section 4** Evaluate the strengths and weaknesses of the performance **Section 5** **Movement analysis**	**Section 3** Give an accurate overview of all of the key skills required for their chosen activity. **Section 4** Give an accurate and thorough assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity. **Section 5** Movement analysis and classification of skill is detailed and accurate.	Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term	**Section 6** Produce an action plan which aims to improve the quality and effectiveness of the performance.	**Section 6** Produce a detailed and accurate action plan containing: • clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance • an excellent understanding of the principles of training • an excellent range of detailed drills and practices with coaching points • application of SMART goal setting is detailed and accurate • overall understanding of the element chosen to improve is excellent.	Learners will be assessed on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision

Year 10 Curriculum Overview: PHOTOGRAPHY

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Toys and games mini project: recap of core content from year 9 2. Toys and games mini project: Depth of field 3. Movement and shutter speed research and slow shutter experiments	Composition types, viewpoints and framing Basic editing using Affinity Effective annotation, evaluation and presentation in digital sketchbooks Depth of Field key principles and creative effects F numbers ISO settings Shutter speed principles, effects and creative responses Use of tripod Photographing board games Creative arrangement and display Analysis of images by relevant photographers GCSE assessment objectives, completing a full project Printing and mounting work	Toys and games composition, viewpoint and framing work Depth of field theory test Shutter speed ghost images, painting with light and freezing movement	Encouraging students to take photos away from lessons to practise use of viewpoint, composition and framing Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography, You Tube videos on Affinity editing software depth of field, ISO and Shutter speed. Proofreading written work to help pick up SPAG errors
Spring Term	1. Movement and shutter speed research, slow and fast shutter experiments 2. Portrait project: 3. Lighting 4. Development of personal direction 5. Group images	Conventions of portrait photography Hard, soft, reflected and hair lighting Development of creative independence, choice of artists and direction Analysis of images by relevant photographers Research photography responding to the work of other photographers Further development of editing skills pertinent to portraits, double exposure, abstraction and groups of images Introduction to more involved development and creative responses, re-shooting creating groups of images on Photoshop, double exposure	Shutter speed and ISO theory test Portrait project: AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas
Summer Term	1. Double exposure 2. Abstract portraits 3. Completion of portrait project 4. Mock exam sessions 5. Introduction to year 11 mock exam unit–Thematic project selected by students from range of starting points	Reflecting and refining Realisation of ideas Presentation Preparing for exam sessions and working independently under exam conditions	Portrait project: AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors Talking to students about their ideas

Year 10 Curriculum Overview: Physics (Combined Science – Trilogy)

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Forces & Motion Newton's Laws of Motion, Inertia, F = ma, Acceleration due to gravity, Confirming F = ma by experiment, Forces & Braking, Momentum 2) Nuclear Radiation Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons	The nature of forces & named examples of forces Newton's 1st, 2nd & 3rd laws of motion Resultant force. Using F = ma Weight, mass & grav. Field strength including W = mg Explaining "terminal velocity" Explaining how thinking & braking distance are affected The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air Activity cf count rate & the unit "becquerel" (Bq)	The Y9 topic "Motion" and the Y10 topic "Forces & Motion" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy …".
Spring Term	Nuclear Radiation Y10 Electricity	Half-life & the random nature of decay Calculations using half-life (limited to integer no.s of half-lives) Contamination & irradiation Revision of Y9 Electricity (see Y9 page) Thermistors & LDRs The nature of filament lamps & diodes / LEDs Experiments investigating filament lamps & diodes	The Y9 topics "Motion" & "Waves" and the Y10 topic "Forces & Motion" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy …".
Summer Term	Y10 Electricity Energy	The application of LDRs, diodes and thermistors for responding to environmental change. Types of energy stores. Explaining processes/events in terms of energy moving between stores. Conservation of energy Using some energy equations	The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion" & "Y10 Electricity" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10 Trilogy …".

Year 10 Curriculum Overview: Physics (Separate Science)

NB some sets' studies will differ from this program due to their particular teaching arrangements

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Forces & Motion Newton's Laws of Motion, Inertia, F = ma, Acceleration due to gravity, Confirming F = ma by experiment, Forces & Braking, Momentum 2) Nuclear Radiation Some nuclei are unstable. Nuclear emissions α, β, γ & neutrons 3) Moments< Levers & Gears	The nature of forces & named examples of forces Newton's 1st, 2nd & 3rd laws of motion Resultant force. Using F = ma Weight, mass & grav. Field strength including W = mg Explaining "terminal velocity" Explaining how thinking & braking distance are affected The nature of alpha, beta & gamma radiations, their relative ionising power, penetrating power and range in air Activity cf count rate & the unit "becquerel" (Bq) Moments applied to levers & gears.	The Y9 topic "Motion" and the Y10 topic "Forces & Motion" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10".
Spring Term	Nuclear Radiation Y10 Electricity IGS topic "Using Waves"	Half-life & the random nature of decay Calculations using half-life (limited to integer no.s of half-lives) Contamination & irradiation Fission Reactors. Background radiation. Medical uses. Revision of Y9 Electricity (see Y9 page) Thermistors & LDRs The nature of filament lamps & diodes / LEDs Experiments investigating filament lamps & diodes Lenses & ray diagrams. Seismic Waves & the Earth's structure. Colour & the Eye. Range finding. Reflection. Black-body radiation.	The Y9 topics "Motion" & "Waves" and the Y10 topics "Forces & Motion", "Using Waves" & "Moments Levers & Gears" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10".
Summer Term	Y10 Electricity Energy Space Physics .	The application of LDRs, diodes and thermistors for responding to environmental change. Types of energy stores. Explaining processes/events in terms of energy moving between stores. Conservation of energy Using some energy equations Orbits. Red shift & the expansion of the universe as evidence for the Big Bang. Dark Matter & Dark Energy. The "life cycle" of stars.	The Y9 topics "Motion", "Waves" & "Y9 Electricity" and the Y10 topics "Forces & Motion", "Y10 Electricity", "Moments, Levers & Gears" and "Using Waves" The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y10 Trilogy …"	- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into fact cards - Encourage students to use fact cards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. Links, topic questions etc are available in the Showbie class "Physics ALL Y10".

Year 10 PSHE Curriculum Overview

Subject – Personal development

		Session Content	Powerful Knowledge	How can you help at home?
Autumn Term	Living in the wider world	1. The Equality Act -> protected characteristics 2. Creating communities 3. Peer pressure 4. Misinformation → friendship and online cultures 5. Radicalisation and extremism 6. Conflict and de-escalation in communities 7. PSHE survey	1. 1. The Equality Act 2010 was written into law to protect people from discrimination. The Equality Act lays out 9 protected characteristics which are: age, gender, sex, sexuality, gender reassignment, disability, marriage, pregnancy, religion. 2. Building a community involves defining a clear purpose, fostering meaningful relationships, and encouraging active participation among members. Creating communities is essential for fostering connections, support, and collaboration among individuals. Communities can be formed in various contexts, including local neighbourhoods, online platforms, and professional networks. They provide a sense of belonging and can enhance personal and collective well-being 3. Peer pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them. Thinking about strategies to manage peer pressure is important to manage and reduce personal risk. 4. Misinformation is inaccurate information that is intended to cause distress. Factually correct information about mental health can be accessed from a GP, NHS online sources and charities such as mind. Can be found from approved sources and being media literate means understanding where information you are using and interpreting comes from. 5. Extremism is having extreme political or religious views; these views can sometimes be shared in echo chambers online. 6. In life you will always come across views that are different from your own, it is important that you can challenge discriminatory views but also learn to understand and accept other people's perspectives in a tolerant and respectful manner. Discrimination is where someone is treating you unfairly because of who you are, you have a role in recognising and challenging discrimination in all its form in all your spaces (school, home, wider community). 7. PSHE survey	- Explore your child's use of social media, what are they seeing, which voices are they hearing? - Explore the news and current affairs together, are there any trends that are emerging? - Discuss how you can be an ally and a positive bystander
Spring Term	Relationships and sex	1. Influence of the media 2. Social media self-reflection 3. Psychology of behaviour 4. Anger and emotion (is it normal if…) 5. Domestic abuse and abusive relationships 6. Appropriate relationship behaviours	1. Bias, opinion, speculation and fake news are all elements that can influence a person's opinions through what they read or see in the media. The purpose of social media is for some people is to make money as their main income, therefore content may be promotional or aspirational. Echo chambers are where one message is repeated and strengthened in person or online. Cookies send you targeted content, and the social media algorithm sends you recommended videos, blogs and posts to view. 2. Self-reflection on use of social media including analysis of personal screen time and app usage 3. Psychologists use various theories to understand why people behave the way that they do. Some theories are biological, some psychological some sociological. 4. Anger is an intense emotional state involving a strong, uncomfortable and non-cooperative response to a perceived provocation, hurt, or threat. A person experiencing anger will often experience physical effects, such as increased heart rate, elevated blood pressure, and increased levels of the stress hormone. Some view anger as an emotion that triggers part of the fight or flight response. Anger becomes the predominant feeling behaviourally, cognitively, and physiologically when a person makes the conscious choice to do something to immediately stop the threatening behaviour of another outside force. 5. Coercive control in a relationship is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse. Cuckooing is where a criminal gang takes over the home of a vulnerable person for the purposes of drug dealing. Abuse is treating someone or something with cruelty and violence. Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence 6. In romantic relationships certain behaviours are appropriate and some are not. It is important to recognise reg flag behaviours and to understand where influence and our perception of a healthy relationships come from.	- Explore your child's use of social media, what are they seeing, which voices are they hearing? - Explore the news and current affairs together, are there any trends that are emerging? - Discuss how you can be an ally and a positive bystander
		TBC: Health and wellbeing drop down day: Topics → stem cell donation, organ donation, blood donation, one punch, prison me no way?		
Summer Term		1. Recognising and challenging Incel culture 2. FGM and Honour based violence 3. Revenge pornography 4. Deep fakes and AI 5. Recognising and challenging appearance ideals	1. Culture is an umbrella term which encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups. 2. Sexual offences come under the sexual offences act 2003. Honour based violence refers to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour. FGM is all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. 3. Consent must be freely given, and the person must have capacity to consent, consent can be withdrawn at any time. Victim blaming means when the victim of a crime or any wrongful act is held entirely or partially at fault for the harm that came to them – this is not acceptable. Revenge porn is revealing sexually explicit images or videos without consent in order to cause distress or embarrassment. 4. A deep fake is a video, image, etc. in which a person's face, body, or voice has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information 5. Body image is a person's subjective picture or mental image of their own body. Body image can be affected by multiple things including: the media, social media, peers, family, relationships, language used around image	- Discuss features and reg flags of relationships - Explore the law around explicit imagery and the impact it can have on a person - You may want to use the sexual offences legislation to support in conversations: https://www.legislation.gov.uk/ukpga/2003/42/contents - Use the Dove self-esteem project as a prompt to discuss body image

Year 10 Curriculum Overview: SPANISH

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Expressing opinions on different types of holidays 2. Describing a past holiday 3. Describing an ideal holiday	1. High level justified opinions 2. Comparative structures 3. Complex structures (lo+ adjective / se puede) 4. Preterite & imperfect tenses (regular and irregular verbs) 5. Conditional tense 6. 90-word writing skills 7. Revision skills	❑ **90-word writing task (expressing opinions on different types of holidays, describing a past holiday, talking about an ideal holiday).**	➢ **Join teacher Showbie group** ➢ **Keep an eye on ClassCharts for all homework and assessment information** ➢ **Support with student organisation and completion of sentence builder homework tasks set** ➢ **Support with guiding revision tasks set (flashcards, mind maps, quizzing)**
Spring Term	1. Opinions on school subjects 2. Description of your school 3. Description of your uniform + opinion 4. School rules 5. Description of primary school 6. Memorable day at school 7. Ideal school	1. High level justified opinions including a variety of vocab (e.g. adjectives ending in –ísimo) 2. Small but important words (negative structures) 3. Listening & reading skills 4. Introduction to modal verbs: hay que / se debe / tener que 5. Revision skills	❑ **Y10 Mocks begin (27 April-6 May) – Reading, listening, writing paper**	➢ **As above**
Summer Term	1. Intro to jobs 2.Advantages/ disadvantages of jobs 3. Reading skills 4. Future plans (revision of near future / introduction of simple future_ 5. Writing skills 6. Work experience **Free time pack (over summer)**	✓ **Complex opinions and justifications** ✓ **WOW phrases** ✓ **Lo bueno/lo malo** ✓ **Recap on the near future, simple future and preterite. Re-cap of the imperfect for giving opinions** ✓ **Preparing for the writing and speaking exam** ✓ **DIRT** ✓ **Speaking with the Spanish assistant**	❑ **Y10 Speaking exams w/c 22 June and 29**	➢ **As above** ➢ **Free time pack (over summer)**