

Curriculum Implementation: Please see an overview of what is learned in each subject

Year 10	Term 1	Term 2	Term 3
Maths (Foundation Tier)	<ul style="list-style-type: none"> • Rearranging formulae • Linear graphs • General form of a straight line graph: $y = mx + c$ • Compound measures • Quadratic graphs: Turning points and roots • Linear simultaneous equations • Further graphs 	<ul style="list-style-type: none"> • Probability • Standard form • Simple interest • Applications of ratio • Growth and decay (compound interest) 	<ul style="list-style-type: none"> • Statistics • Plans and elevations • Constructions • Loci
Maths (Higher Tier)	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Probability • Capture, recapture – using sampling to estimate a population • Standard form • Forming equations to model proportion • Surds • Recurring decimals • Bounds • Growth and decay (compound interest and depreciation) 	<ul style="list-style-type: none"> • Statistical methods • Simple interest • Applications of ratio • Right angled trigonometry • Plans and elevations • Constructions and loci • Similar shapes – area and volume
English	<ul style="list-style-type: none"> • Understanding of key themes within 'Macbeth' and 'A Christmas Carol'. • Developing knowledge of plot in 'Macbeth' and 'A Christmas Carol'. • Understanding of significant characters within the play and the novella. • Understanding of historical context that influenced the writers' work. 	<ul style="list-style-type: none"> • Knowledge of language devices used by a writer in fiction and non-fiction texts. • Understanding the key themes and characters within 'An Inspector Calls'. • Understanding the historical contexts that influenced Priestley's work. • Understanding the elements of creative and transactional writing and being able to apply them. 	<ul style="list-style-type: none"> • Knowledge of the 15 anthology poems including the language used, how the poems are structured and what the writers' intentions were. • Knowledge of how to analyse language, evaluate purpose & compare perspectives in unseen texts. • Knowledge of how to write effectively with consideration of how to structure a text to meet a specific purpose and audience. • Knowledge of how to construct & deliver a speech
Biology	<ul style="list-style-type: none"> • Cell biology • Organisation: Human 	<ul style="list-style-type: none"> • Organisation: Plant • Infection and response • Bioenergetics 	<ul style="list-style-type: none"> • Homeostasis and response
Chemistry	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding 	<ul style="list-style-type: none"> • Bonding structure and properties of matter • Quantitative Chemistry • Chemical changes: Reactivity of metals 	<ul style="list-style-type: none"> • Chemical changes: Reactions of acids; titration; electrolysis. • Energy changes

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Physics	<ul style="list-style-type: none">• Energy• Electricity	<ul style="list-style-type: none">• Particle model of matter• Atomic structure• Forces and their interactions	<ul style="list-style-type: none">• Forces: Motion and momentum
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Year 10 Options	Term 1	Term 2	Term 3
History	<ul style="list-style-type: none"> • Medieval medicine • Renaissance medicine • Industrial medicine • Modern medicine 	<ul style="list-style-type: none"> • Medicine on the Western Front • The challenges to the Weimar Republic • The recovery of the Weimar Republic • The early development of the Nazi Party 	<ul style="list-style-type: none"> • Rise of the Nazi Party • Living conditions in Nazi Germany • Society and culture in Nazi Germany • The rise of anti-Semitism
Geography	<ul style="list-style-type: none"> • Coastal management • Urban Issues and Challenges • Case study: Rio de Janeiro 	<ul style="list-style-type: none"> • Urban Issues and Challenges • Fieldwork: rivers 	<ul style="list-style-type: none"> • Geographical enquiry • Statistical techniques in Geography • Fieldwork • Energy and water resource management.
Core PE	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Football ○ Table tennis ○ Netball ○ Fitness ○ Badminton 	<ul style="list-style-type: none"> • Variety of sports on rotation: <ul style="list-style-type: none"> ○ Athletics ○ Striking and Fielding • Leadership
BTEC PE	<p>Unit 2 – Practical Sport</p> <ul style="list-style-type: none"> • LA A – rules/regs and scoring systems of 2 selected sports • LA B – skills and techniques of 2 selected sports • LA C – analysis of own sports performance in 2 selected sports 	<p>Unit 1 – Fitness for Sport & Exercise</p> <ul style="list-style-type: none"> • LA A – components of fitness, heart rate & training zones and principles of training • LA B – Methods of training 	<p>Unit 1 – Fitness for Sport & Exercise</p> <ul style="list-style-type: none"> • LA C – Fitness testing
Dance	<ul style="list-style-type: none"> • Dance knowledge: <ul style="list-style-type: none"> ○ Styles of dance ○ Stylistic qualities ○ Stimulus ○ Themes ○ Contextual influences ○ Motifs ○ Choreographic devices ○ Choreographic approach of practitioners ○ Purposes of dance ○ Roles and responsibilities • Component 1: Analysing professional works • Component 1: Practical workshop of the 3-professional works 	<ul style="list-style-type: none"> • Analysis of the 3 professional works to include: the purpose of dance; the roles and responsibilities of each professional included in the creation of dance. • Component 1: Presenting findings from the research logbook in a report. • Component 2: Develop skills and techniques for performance <ul style="list-style-type: none"> ○ Fitness, skills and technique tests ○ Set personalised dance goals ○ Practical workshops in a range of dance styles ○ Log progress towards goals 	<ul style="list-style-type: none"> • Component 2: Apply skills and techniques in rehearsal and performance. <ul style="list-style-type: none"> ○ Learn a professional dance routine ○ Log progress towards goals ○ Perform to a small audience • Component 2: Review own development of skills and techniques for performance

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Music	<ul style="list-style-type: none"> • Music theory • Elements of music • Conventions of pop • Solo performance • Ensemble performance 	<ul style="list-style-type: none"> • Conventions of pop • Film music • Rock anthems • Structure and form • Rhythms of the world • Solo performance • Free composition 	<ul style="list-style-type: none"> • Samba • African drumming • Calypso • Indian Classical • Bhangra • Classical • Baroque • Romantic
Drama	<p>Studying the set text <i>Blood Brothers</i> by Willy Russell</p> <ul style="list-style-type: none"> • Component 1: Understanding Drama characteristics of performance text(s) and dramatic work(s), social, cultural and historical contexts of performance text(s) and dramatic work(s), how meaning is interpreted and communicated, drama and theatre terminology and how to use it appropriately and the roles and responsibilities of theatre makers in contemporary professional practice. 	<ul style="list-style-type: none"> • Students will continue to have designated lessons to their written exam preparation • Component 2: Devising Drama learn how to create and develop ideas to communicate meaning in a devised theatrical performance, develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama, produce an individual devising log documenting their devising process and an analysis and evaluation of their contribution. 	<ul style="list-style-type: none"> • Devising drama performance and non-examination assessment work.
Art	<ul style="list-style-type: none"> • Proportion and portraits • Portrait artists Salvador Dali and others – • Dry and wet media techniques. • Independent practice • Introduction to ‘Pop Art’ – the art of Roy Lichtenstein 	<ul style="list-style-type: none"> • The artwork of Dustin Parker and multi- layering compositions • Mixed media compositions • 	<ul style="list-style-type: none"> • Andy Warhol – printmaking and the consumer society • James Rosenquist – still-life and composition and photorealism • James Rosenquist – acrylic and photorealist painting
Computer Science	<ul style="list-style-type: none"> • Binary arithmetic • Hexadecimal • Representing text, images and sound • Compression, data storage and memory • Programming with variables, selection and strings • Operating systems • Identifying vulnerabilities • Programming languages • Programming with loops 	<ul style="list-style-type: none"> • Networks • Wired vs wireless • Protocols • Topology • Network security • Environmental, legal and ethical issues • Robotics • Malware • Encryption and protection 	<ul style="list-style-type: none"> • Flowcharts • Pseudocode • Trace tables • Programming: subroutines • Validation • Sorting and searching algorithms • Truth tables • Programming practise

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Religious Studies	<ul style="list-style-type: none"> ● Religion and life <ul style="list-style-type: none"> ○ Creation, The Big Bang, Combination ○ Darwin’s Theory of Evolution ○ Religious perspective on the use and abuse of natural resources ○ Arguments for and against animal testing ○ The difference between quality and sanctity of life ○ Abortion ○ Euthanasia ○ Life after death ● Religion and Family <ul style="list-style-type: none"> ○ Differences in beliefs of different religions regarding relationships and family ○ Attitudes towards different family types 	<ul style="list-style-type: none"> ● Peace and conflict ● Crime and Punishment <ul style="list-style-type: none"> ○ Laws ○ Crime ○ Good and evil ○ The aims of punishment ○ Religious attitudes to crime and punishment ○ Suffering and forgiveness ○ Punishment ○ Corporal punishment ○ The death penalty ○ Religious beliefs about capital punishment ● 	<ul style="list-style-type: none"> ● Nature of God ● Evil and suffering ● Oneness, creation and trinity ● Afterlife, resurrection and after death ● Crucifixion and salvation ● Resurrection ● Sin and salvation
Spanish	<ul style="list-style-type: none"> ● Holidays and places to stay ● Weather, summer activities, holiday preferences, accommodation, reservations ● Verbs of opinion related to others, understanding question words ● Key Grammar: Negative opinions/conjunctions/exam distractors, review preterite, simple future, full present tense, using the imperfect tense. Using different structures to give opinions ● Life at school; school subjects, facilities, uniform, the school day. ● Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities ● Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of simple/near future tense in full. 	<ul style="list-style-type: none"> ● Talking about yourself, family and social life ● Describing people using detailed descriptions, talking about relationships, marriage, birthdays. ● Talking about social networks and making arrangements. Discussing reading habits and online books. Talking about friends and activities ● Key Grammar: Full review of the present tense, irregular and radical verbs; present continuous; revisit the 2 different past tenses; extending the range of connectives and understanding the 2 verbs used for “to be” (Ser and Estar). ● Interests and Influences in your life ● Sport, live entertainment, music, festivals, idols, role models. Talking about dates, percentages, what’s trending. ● Key Grammar: Learn the perfect tense (I have been ...) revisit the imperfect tense (I used to ...) Understand the verb Soler (not translatable). Extending knowledge of synonyms and unusual adjectives (some, few, many) 	<ul style="list-style-type: none"> ● Cities and Towns and the geography of Spain ● Typical town places, regional attractions, how to ask for directions and understand them, shopping, souvenirs, presents, ● Social problems in a town, poverty, vandalism, unemployment, housing ● Key Grammar: Introduction of the passive (you can...) and pure future tense. Revisit question words, using the conditional tense and demonstrative adjectives. Extended vocabulary associated with social problems

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French	<ul style="list-style-type: none"> • Talking about yourself, family and social life • Describing people using detailed descriptions, talking about relationships, marriage, birthdays. • Talking about social networks and making arrangements. Discussing reading habits, social media, favourite apps and online books. Talking about friends and activities. Nationality and countries, shopping, souvenirs, presents and typical French festivals • Key Grammar: Full review of the present tense, irregular verbs. Extend the range of connectives. Understand the use of "depuis" & "ça fait". • Cities and Towns and Environment • Typical town places, regional attractions, how to ask for directions and understand them, travel and transport • Comparisons between town and country • Key Grammar: Extended vocabulary associated with environment. Learn how to use and recognise the perfect tense with <i>Etre and Avoir</i> 	<ul style="list-style-type: none"> • Talking about home activities and chores • House, garden, bedroom, which chores you do, • Which leisure activities you do at home. • TV programmes, favourite downloads, films. • Key Grammar: complex constructions beginning with "si...". Learn both future tenses(proche and simple). Learn how to use the perfect tense with reflexive verbs. Direct object pronouns. • Life at school; • school subjects, facilities, uniform, the school day. • Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities • Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of simple/near future tense in full. 	<ul style="list-style-type: none"> • Talking about home activities and chores • House, garden, bedroom, which chores you do, • Which leisure activities you do at home. • TV programmes, favourite downloads, films. • Key Grammar: complex constructions beginning with "si...". Learn both future tenses(proche and simple). Learn how to use the perfect tense with reflexive verbs. Direct object pronouns. • Life at school; • school subjects, facilities, uniform, the school day. • Opinions of lessons and teachers, rules, comparing primary to secondary. Talking about clubs and extracurricular activities • Key Grammar: Direct object pronouns, negative opinions, permission verbs, comparative, phrases followed by infinitive. Review of Simple/near future tense in full.
Food and Nutrition	<p>Food spoilage and contamination:</p> <ul style="list-style-type: none"> • Micro-organisms and enzymes • The signs of food spoilage • Micro-organisms in food production • Bacterial contamination <p>Principles of food Safety:</p> <ul style="list-style-type: none"> • Buying and storing food • Preparing, cooking and serving food <p>Nutrients:</p> <ul style="list-style-type: none"> • Protein, Fats, Carbohydrates • Vitamins, Minerals, Water <p>Nutritional needs and health:</p> <ul style="list-style-type: none"> • Making informed choices for a varied balanced diet • Energy needs • How to carry out nutritional analysis • Diet, nutrition and health 	<p>Factors affecting food choice:</p> <ul style="list-style-type: none"> • Factors that influence food choice • Food choices • Food labelling and marketing influences <p>British and international cuisines:</p> <ul style="list-style-type: none"> • Traditional dishes <p>Sensory evaluation</p> <p>Environmental impact and sustainability:</p> <ul style="list-style-type: none"> • Food sources • Food and environment • Sustainability of food <p>Processing and production:</p> <ul style="list-style-type: none"> • Food production <p>Technological developments associated with better health and food production</p>	<p>Cooking of food and heat transfer:</p> <ul style="list-style-type: none"> • Why food is cooked and how heat is transferred to food • Selecting appropriate cooking methods <p>Functional and chemical properties of food:</p> <ul style="list-style-type: none"> • Proteins • Carbohydrates • Fats and oils • Raising agents • Introduction to Food Investigation Task: Non-examination assessment.

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Design Technology	<ul style="list-style-type: none">• New and emerging technologies• Energy, materials, systems and devices• Materials• Common Specialist Technical Principles	<ul style="list-style-type: none">• Specialist focus – timber• Specialist focus – polymers• Designing Principles• Making principles	<ul style="list-style-type: none">• Example NEA style project• NEA
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