# Year 10 Curriculum Map

| | Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **C O R E** | **English** | **Lit – Modern Novel / Play (Paper 2, section A)**<br><br>Lord of the Flies<br><br>An Inspector Calls<br><br>Text as a whole<br><br>Character / theme | **Lang – Writing (Paper 1, Section B / Paper 2, Section B)**<br><br>Grammar, text types, accuracy, descriptive, narrative, point of view, structure. | **Lit – Anthology Poetry (Paper 2, Section B)**<br><br>8 poems linked by themes of:<br>- Identity<br>- Nature<br>- Pride<br><br>Analysing poems<br><br>Poetic form<br><br>Comparing poems | **Lang – Writer's viewpoints and perspectives (Paper 2, Section A) (also Section B)**<br>Selection of non-fiction and literary non-fiction texts. Comprehension<br><br>Comparison<br><br>Summarising an aspect of the text<br><br>Language for a specific purpose | **Lit – 19th Century Novel (Paper 1, Section B)**<br><br>Dr Jekyll and Mr Hyde<br><br>A Christmas Carol<br><br>Novel as a whole<br><br>Extract analysis<br><br>Character / theme | Feedback from Mock, revision of non-fiction reading and writing skills<br><br>**MOCK – LANG PAPER 2**<br><br>**MOCK – LIT UNSEEN POETRY** |
| | **Maths** | **Set 1**<br>Decimal arithmetic<br>Geometric sequences<br>Linear inequalities in one or two variables<br>Recurring decimals<br>Square and cube proportion | **Set 1**<br>Factorising quadratic expressions<br>Algebraic fractions<br>Congruency<br>Similarity of 2D and 3D shapes<br>Stratified sampling<br>Quadratic equations<br>Simultaneous equations | **Set 1**<br>Simplifying surds<br>Rationalising denominators<br>Loci<br>Calculating in standard form<br>Surface area<br>Repeated percentage change | **Set 1**<br>Tree diagrams<br>Venn diagrams<br>Conditional probability<br>Enlargement<br>Kinematics<br>Graphs and charts<br>Histograms | **Set 1**<br>Algebraic proof<br>Changing the subject<br>Identities<br>Circle theorems<br>Sketching graphs<br>Cumulative frequency | **Set 1**<br>Accuracy<br>Simultaneous equations<br>Transformations of functions<br>Trigonometric graphs<br>Volumes of curved shapes |
| | | **Sets 2-3**<br>Decimal arithmetic<br>Geometric sequences<br>Linear inequalities<br>Mixed numbers<br>Proportion | **Sets 2-3**<br>Expanding brackets<br>Indices<br>Angles with parallel lines<br>Questionnaires<br>Sampling<br>Linear inequalities | **Sets 2-3**<br>Factors and multiples<br>Constructions<br>Standard form<br>Arcs and sectors<br>Repeated percentage change | **Sets 2-3**<br>Tree diagrams<br>Conditional probability<br>Rotation and translation<br>Non-standard graphs<br>Averages<br>Stem and leaf diagrams | **Sets 2-3**<br>Ratio<br>Time-series<br>Factorising quadratics<br>Reflection and enlargement<br>Density and pressure | **Sets 2-3**<br>Bearings<br>Simultaneous equations<br>Pythagoras' theorem<br>Equations of lines<br>Surface area and volume<br>Pie charts |

| | | | | | Kinematics<br>Mixed numbers | Scatter graphs<br>Trigonometry in right-angled triangles<br>Vectors |
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| | **Set 4-5**<br>Arithmetic<br>Linear graphs<br>Fractions<br>Direct and inverse proportion | **Set 4-5**<br>Collecting terms<br>Expanding brackets<br>Angles<br>Data collection<br>Solving equations | **Set 4-5**<br>Multiples and factors<br>Constructions and loci<br>Area of 2D shapes<br>Percentage change<br>Probability | **Set 4-5**<br>Reflection and translation<br>Averages<br>Time and scheduling<br>Rotation and enlargement | **Set 4-5**<br>Compound measures<br>Bearings<br>Pythagoras' theorem<br>Pie charts<br>Scatter graphs | **Set 4-5**<br>Revision |
| **Science Combined and Separate sciences** | **All the following topics will be taught over the course of the year with an end of year test. The order is dependent on class level and specialist teacher combinations. Triples science students will study the same topic but more in depth.**<br>**Biology**: disease, organisation of the body, biodiversity<br>**Chemistry**: chemical bonding, fuels, rates of reaction and the Earth's resources<br>**Physics**: waves, forces, electricity and magnetism | | | | | |
| **Beliefs and Values** | **Peace & Conflict**<br>Reconciliation & forgiveness<br>Terrorism<br>War<br>Nuclear weapons<br>Pacifism & peacekeeping | **Crime & Punishment**<br>Types & causes of crime<br>Punishment of criminals<br>The death penalty | **Relationships & Families**<br>Sexuality<br>Marriage and the family<br>Parenting<br>Divorce<br>Gender equality | **Religion & Life**<br>Religion & science<br>The Environment<br>Animal rights<br>Abortion<br>Assisted suicide | | **Revision and exam preparation study**:<br>Schindler's list |
| **PE - Girls** | Badminton, Fitness Suite, Sports Leaders, Netball, Dance, Table Tennis | Trampolining, Badminton, Fitness Suite, Sports Leaders, Multisports, rhythmic gymnastics | Fitness, basketball, cheerleading, Sports Leaders | Volleyball, Team Building, Handball, Cultural Sports, Aerobics, Sports Leaders | Athletics, Stoolball, Tennis, Rounders | Stoolball, Tennis, Rounders, Ultimate Frisbee, Softball |
| **PE - Boys** | Choice of Badminton, Football, Hockey, Rugby, Handball, Table Tennis, Weights, Basketball | Fitness + Options | | Choice of Badminton, Football, Hockey, Rugby, Handball, Table Tennis, Weights, Basketball | Athletics + Choice of softball, cricket, rounders, tennis | Choice of softball, cricket, rounders, tennis |
| **Geography** | **The Challenges of Natural Hazards**<br>Studinging tectonic hazards (Chile and Nepal | | **The challenge of resource management**<br>Studying the issues facing the UK's food, | | **Physical Geography field work**<br>Investigating the extent to which the | |

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| **P T I O N S** | | examples), weather hazards (Typhoon Haiyan), and the causes and impacts of climate change. | | water and energy supply, as well as global food security. | | River Taff supports the Bradshaw Model. | |
| | **History** | **Elizabethan England in 1558: society and government.** Who was the Virgin Queen? Challenges at home and from abroad: the French threat, financial weaknesses. Religious divisions in England in 1558 and the Religious Settlement. The problem of Mary, Queen of Scots. | **Challenges from abroad.** The New World, and outbreak of war with Spain, 1585–88 The Spanish Armada Life in Elizabethan England | **The Origins of the Cold War** Early tension between East and West The development of the Cold War The Cold War intensifies The Berlin Crisis **Cold War Crises** The Crisis over Cuba The Soviet invasion of Czechoslovakia Attempts to reduce tension between East and West. | **The end of the Cold War** The collapse of Soviet control of eastern Europe | **Weimar Republic 1918-39** Legacy of the First World War, Treaty of Versailles, setting up of the Weimar Republic, threats to the Republic. 1923 challenges of hyperinflation and invasion. Recovery of the Republic, work of Stresemann and foreign policy. The Great Depression | **Hitler's rise to power 1919-33.** Development of Nazi Party, Munich Putsch, the Lean Years and then growth in support for Nazis. Hitler as Chancellor, creation of the dictatorship. |
| | **GCSE Computer Science** | **Central Processing Unit** Registers RAM, Buses, Fetch-decode-execute. | **Computer Memory** RAM, ROM, Virtual memory, flash memory **Storage** | **Wired and wireless technology** LAN, WAN, Client server, peer to peer, the internet, virtual servers | **Networks and network topologies** Wifi, Ethernet, IP addressing, layers, packet switching | **System/Cyber Security** Threats to networks, forms of attack, preventing vulnerabilities | Algorithms Computational thinking, sorting and searching algorithms |

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| | **Introduction to programming using Python** | Types of storage, capacity, applications of storage<br><br>**Python programming** | **Python Programming** | **Python Programming** | **Python Programming** | Python Programming |
| **Cambridge National i-Media** | RO92 Developing Digital Games<br>25% Coursework<br>Designing, producing and testing a digital game for an audience | | | RO81 Digital Graphics<br>25% Coursework<br>Designing, producing and testing a range of digital graphics for a client using Photoshop/Fireworks and Dreamweaver | | |
| **GCSE French** | Daily life -<br>daily life, festivals, clothes shopping, eating out, celebrations<br>Modal verbs, pronouns, question-forming, using three tenses | | | Local area-<br>Describing where you live, tourist information, plans and weather,<br>Negatives, 'si' clauses, the superlative | | |
| **GCSE Spanish** | Holidays –<br>developing conversation.<br>Unit 1 Viva<br>Present tense – what you do generally<br>Past tense - a particular holiday | Conditional – an ideal holiday<br>Translation skills<br>Holiday texts<br>Spanish to English<br>English to Spanish<br>Local Area – Module 5 | School – Unit 2 viva<br>opinions<br>superlatives<br>comparatives<br>negatives<br>infinitive phrase | | Future plans, Aspirations and work Jobs, work experience languages and travel applying for a job plans for the future | |
| **GCSE German** | *Theme 1: Identity and Culture (who am I?)*<br>**Content**<br>describing people, what makes a good friend, describing relationships, describing role models, childhood<br>**Grammar Coverage**<br>adjective endings, modal verbs including in imperfect tense, possessive adjectives, *mit*, subject.object pronouns, relative pronouns, | | *Theme 2: Local area, holiday and travel (Travel and tourist transactions)*<br>**Content**<br>transport, making a hotel booking, buying travel tickets, describing accommodation and associated problems, ordering food, shopping<br>**Grammar Coverage**<br>asking questions, *du / Sie*, comparatives / superlatives, this/these/that, *zu*, imperatives, dative pronouns | | *Theme 2: Local area, holiday and travel (Holidays)*<br>**Content**<br>countries, weather, types of holiday, where people live, (dis)advantages of where people live<br>**Grammar Coverage**<br>*nach / in / an*, *werden* in the present, *es gibt*, tense, genitive prepositions, *man sollte* | |
| **Design and** | Industry | Enterprise | Sustainability | People | Product techniques | Energy storage |

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| **Technology** | • Designing a manufacturing platform<br>• Equipment | • Crowdfunding<br>• Virtual marketing<br>• Co-operatives<br>• Fair Trade | • Green energy<br>• Energy within design | • Use of robotics<br>• Ethics | and systems<br>• Manufacturing systems<br>• Materials<br>• Impact on employment | • Power sources<br>• Energy systems<br>• Fossil fuels |
| **Level 1/2 Hospitality & Catering** | AC 4<br>Food Related causes of ill health<br>Food related causes of ill health<br>Role of EHO<br>Food safety Legislation<br>Common types of Food Poisoning<br>Symptoms of food induced ill health<br>Practical: High Risk Foods | Unit 2<br><br>Skill Development<br>  Choux Pastry<br>  Yeast dough's<br>  Flaky Pastry<br>  Sauces<br>  Fish<br><br>Working Safely and Hygienically<br>Time plans and special points. | Unit 2 Preparation<br><br>Food Choices<br>Menu Planning<br>Environmental Issues<br>Meeting customer needs<br><br>Revision of Nutrition | Unit 2<br><br>Assessment | Unit 1 L01:<br><br>Understand the environment in which hospitality and catering Providers operate.<br><br>Visits – hotels, restaurants, events | Unit 1 L05:<br><br>Be able to propose hospitality and catering provision to meet specific requirements. |
| **GCSE Drama** | **Devised Component**<br>Students will be given stimulus material and guided through the devising process to create their own piece of theatre.  This unit is worth 40% of their final grade. Students will write about the development of their piece as well as evaluating the final outcome in a written portfolio. Their devised play will include a range of dramatic storytelling techniques designed to engage the audience. | | | **Study of a Scripted Play**<br>Students study the full play of Blood Brothers by Willy Russell in preparation for their written exam.  They will explore the characters and themes practically as well as developing an understanding of the social and historical context of the play. Throughout the unit, they will practise answering exam-style questions as an actor, designer and director. | | |
| **BTEC Performing Arts** | **Matilda**<br>Students will explore the musical *Matilda* through theory and practical workshops. They will develop their knowledge and | **Too Much Punch for Judy**<br>Students will explore the play *Too Much Punch for Judy* through theory and practical workshops. They will develop their knowledge and | **Performing to a Brief**<br>Students will be set a stimulus by the exam board from which to develop a 7-15min group performance using any combination of singing, dance and acting skills they choose. They will have to track the development of their piece through three written logs: initial ideas, skills development and evaluation. This unit contributes 40% to their final grade. | | | **The Performing Arts Industry**<br>Students will learn about different job roles in the industry and how a production is put |

| | understanding of this repertoire as well as developing their own technical and interpretative skills. Students assess and chart their progress through a skills audit and logbooks. | understanding of the theatre-in-education style as well as developing their own technical and interpretative skills. Students assess and chart their progress through logbooks. | | | | together. |
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| **BTEC Dance** | **Style and Repertoire 1 and 2** Students will explore two pre-existing pieces of dance repertoire in contrasting styles through theory and practical workshops. These are designed to develop their knowledge and understanding of different styles and works as well as developing their own technical and interpretative skills. Students assess and chart their progress through a skills audit and logbooks. | | **Performing to a Brief** Students will be set a stimulus by the exam board from which to develop a 7-15min group performance using any style(s) of dance they choose. They will have to track the development of their piece through three written logs: initial ideas, skills development and evaluation. This unit contributes 40% to their final grade. | | | **The Performing Arts Industry** Students will learn about different job roles in the industry and how a production is put together. |
| **Music** | Textural writing and harmonic progressions. Listening; Western Classical Tradition | Draft Responding to a Compositional Brief Listening; Western Classical Tradition | Composition one Controlled Conditions Listening; Popular Music | Composition one Controlled Conditions Listening; Popular Music | Composition one Controlled Conditions Listening; World Music | Composition one Controlled Conditions Listening; World Music. |
| **BTEC Music** | Textural writing and harmonic progressions | Draft Responding to a Compositional Brief | Assignment 1 Quick Compose Something! | Assignment 2 You got the Job. Controlled conditions | Assignment 2 You got the Job. Controlled conditions | Assignment 2 You got the Job. Controlled conditions |
| **Business Studies** | **Investigating small business -** students will learn about making the business effective. | **Investigating small business -** students will learn about making the business effective. | **Investigating small business -** students will learn about understanding external influences. | **Building a business -** students will learn about growing the business. | **Building a business -** students will learn about growing the business. | **Building a business -** students will learn about making marketing |

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| **BTEC Health and Social Care** | **Unit 3** Explore factors that affect health and wellbeing – theoretical issues | **Unit 3** Explore factors that affect health and well being – look at practical aspects of this with visits to care settings, specifically homes for the elderly | **Unit 3** Interpreting health indicators in health and wellbeing. Explore bio-medical and holistic views of well bein | **Unit 3** Person centred health and wellbeing improvement plans Start assessment practice | **Unit 3** Assessment practice | **Unit 3** Terminal assessment |
| **Art and Design** | Portfolio "Sea life" Introduction to second portfolio unit. Reviewing skills based learning the principal's focusing on the natural word. | Portfolio "Sea life" Development and refinement of observational skills. Reviewing techniques, researching the work of other artists. Painting, printing, digital image manipulation. | Portfolio "Sea life" Development and refinement of observational skills. Working in a wider range of techniques, focusing on quality of image reproduction in the style of artists studied | Portfolio "Sea life" Making a personal response to the work of other artists and how their work has influenced your personal final outcomes. | Portfolio "Sea life" Completion of second portfolio unit. Evaluation and mounting of work ready for submission and internal moderation. Mock exam dove tailing into sea life portfolio. | Portfolio "Portraiture" Myself and my environment, how the Western tradition was influenced by the developing world. Visit to National Portrait gallery. |
| **GCSE PE** | Cardio-respiratory system | Aerobic and Anaerobic respiration Respiratory & circulatory systems | Individual differences Leisure and recreation | Sport psychology Personality | Motivation & Aggression | Arousal & Stress |
| **BTEC Sport** | Analysis of strengths and weaknesses in 2 sports | Preparation for 6 week training programme | 6 week training programme Leadership in sport | Write up training programme Leadership in sport | Practical in 2 sports | Improving performance in 2 sports |
| **Sociology** | Sociology of Stratification Sections3.6.1 and 3.6.2 to include | Sociology of Stratification Section3.63 to include revisiting of Goldthorpe | Sociology of Poverty Section 3.64 & 5 including Townsend and Murray as | Sociology of Crime and Deviance Sections 3.51 &2. To include the social | Sociology of Crime and Deviance. Section 3.53 Aetiology of | Sociology of Crime & Deviance Section 3.5.4 Data on Crime to |

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| | | Functionalist, Marxist and Weberian views. MME | and Lockwood's Embourgeoisement theory by Devine. MME | exponent of New Right theories. Sociology of Power 3.65 & 3.66 to include Weberian, Marxist and Feminist analyses. Assessment. MME | construction of deviance and 4 theoretical approaches: Marxist; Feminist; Functionalist and Interactionist MME | criminal behaviour using Class Age Gender Ethnicity and Location as key causal variables. To include Cohen and Carlen MME | include Functionalist ,Marxist and Feminist perspectives. Assessment. |
| | **Film Studies** | Component 2 Contemporary UK films - Skyfall. Film focus - aesthetic qualities of film | Component 2 Contemporary UK films - Skyfall (concluded)<br><br>Global English language film - District 9. Film focus - narrative | Global English language film (conc'd) - District 9. Film focus - narrative | Component 2 non English lang.global film - Let the Right One In. Film focus:Representation of people and ideas. | Component 2 non English lang.global film - Let the Right One In. Film focus:Representation of people and ideas. | Component 3 Non exam assessment - responding to set brief Screenplay or Film research & planning. |
| | **Computing** | A453 – Programming Project (30% of the final grade) Students need to design suitable algorithms for a given scenario and design a solution to be coded in a suitable high level language. | | | | A451 – Practical Investigation (30% of the final grade) Students will produce a solution using JavaScript, an object oriented language. | |