



English

CURRICULUM

Year 10 Summer 2

'Boy's Don't Cry'

Skills and knowledge:

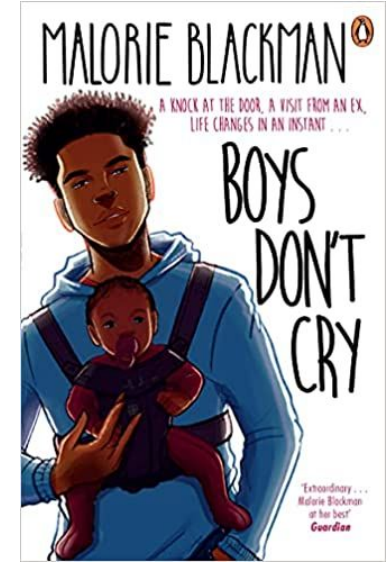
1. Focus on characterisation of central characters (Dante, Tyler, Adam)
2. Focus on presentation of a theme (family, fatherhood and masculinity, growing up, tolerance).
3. Analysis of effects of language and structure devices (A02)
4. Setting and context (A03): 21st century prose fiction- race, single parents, sexuality, welfare state, education
5. Developing and crafting interpretations of texts (A01)

Links to prior learning:

- Building on ability to understand plot and character in prose fiction
- Study of whole prose text ('Beowulf' and 'The Woman in Black, and 'Lord of the Flies')

Links to future learning:

- Understanding and analysing of prose fiction extracts in English Language Paper 1 and 2



Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying canonical 21st century text
- Key themes in novel reflect AMSI cornerstones (respect, confidence, aspiration and reflection)



Maths

CURRICULUM

Year 10 Summer 2

Types of number, Sequences, Indices, Roots and Manipulating Expressions



Skills and knowledge:

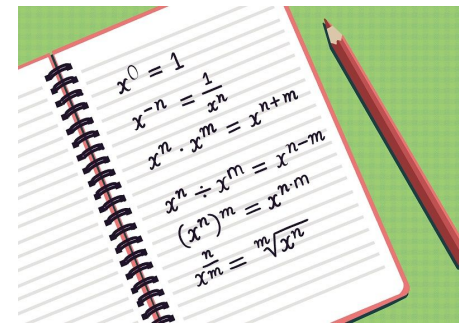
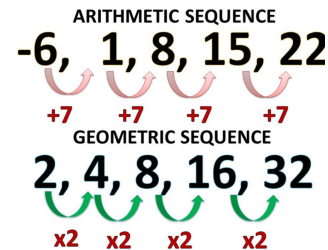
- Understand the difference between factors and multiples
- Understand primes and express a number as a product of its prime factors
- Find the HCF and LCM of a set of numbers
- Describe and continue arithmetic and geometric sequences
- Explore other sequences
- Describe and continue sequences involving surds (H)
- Find the rule for the n th term of a linear sequence
- Find the rule for the n th term of a quadratic sequence (H)
- Square and Cube numbers
- Calculate higher powers and roots
- Powers of ten and standard form
- The addition and subtraction rules for indices
- Understand and use the power zero and negative indices
- Work with powers of powers
- Understand and use fractional indices (H)
- Calculate with numbers in standard form
- Simplify algebraic expressions
- Use identities
- Add and subtract simple algebraic fractions (H)
- Add and subtract complex algebraic fractions (H)
- Multiply and divide simple algebraic fractions (H)
- Multiply and divide complex algebraic fractions (H)
- Form and solve equations and inequalities with fractions
- Solve equations with algebraic fractions (H)
- Represent numbers algebraically
- Algebraic arguments and proof

Links to prior learning:

- Describe, generate and calculate the n th term of linear sequences
- Simplifying algebraic expressions
- Solving linear equations and inequalities
- Factorising quadratic with coefficient equal to 1
- Arithmetic fractions
- Know the difference between equations and identities
- Understand powers generally, and in particular in standard form.
- Index laws

Links to future learning:

- To solve complex exam questions involving quadratic sequences, indices (including fractional and negative) and algebraic fractions
- To argue mathematically to show more complex algebraic expressions are equivalent, and use algebra to support and construct arguments {and proofs}



Links to whole school vision and ethos: 'Every Child a Scholar'

Manipulating expressions, indices, roots and sequences will help students build confidence in using their mathematical skills in a range of contexts. Students will learn how to make decisions, these are key skills to being a successful worker and an informed citizen.





Science

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SCIENCE Year 10 Summer 2

Skills and knowledge:

The Rate & Extent of Chemical Change - Chemistry
Genetics, evolution and classification - Biology



Skills and knowledge:

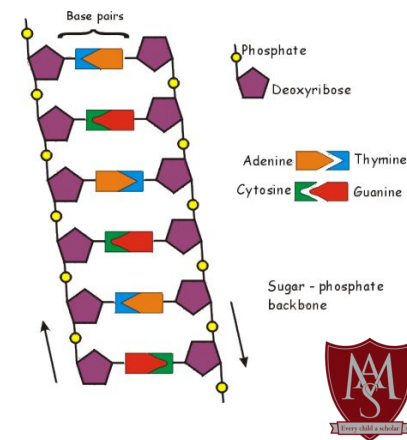
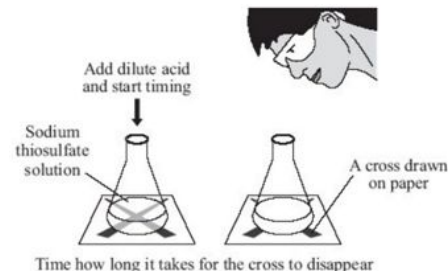
- Define the term activation energy and outline how reaction rates are explained by collision theory.
- Explain the factors affecting the rate of reaction.
- Calculate rates of reaction using data from rates of reaction experiments.
- Explain the concept of equilibrium in terms of reversible reactions.
- Describe Le Chatelier's Principle
- Describe how changing the concentration, pressure and temperature of reactants and products alters the yield of a reversible reaction.
- Explain how DNA is encoded to make specific chains of amino acids and proteins.
- Explain the stages of proteins synthesis, including the role of template DNA, ribosomes and carrier molecules.
- Explain how mutations can lead to genetic disorders
- Outline the differences between sexual and asexual reproduction
- Explain the stages of meiosis.

Links to prior learning:

Pupils cover rates of reaction in the spring term in Year 10. The rate and extent of chemical change is a continuation of this topic. Pupils learn about the function of the nucleus on Year 7, go through organisation and the hierarchy of the cell (DNA, chromosomes, nucleus) in the Autumn term of Year 9.

Links to future learning:

Understanding why different chemical reactions have different rates is essential when pursuing a career in chemical engineering of chemical processes. Understanding the complexities of the structure of DNA is also imperative if someone wishes to pursue a career in genealogy, gene therapy or when understanding the basics of genetic disorders. It is also essential for pharmacology, pharmacy and tailored medication.



Links to whole school vision and ethos: 'Every Child a Scholar'

Respect - All life can only exist with genetic material. Humans also exhibit variation as a result of mutation which occur as a result of genetic mutations. Understand the reason for these differences should allow pupils to respect life and one another



Art

Year 10

A personal response - Inside/Outside



Skills and knowledge:

- How sources inspire the development of ideas
- The way in which meaning, ideas and intentions can be communicated through visual language using the formal elements
- How Art has its own language shaped over time and is not fixed in meaning - context changes the way we understand artworks
- The characteristics, properties and effects of different media, materials and techniques
- The different purposes, intentions and functions of Art, Craft & Design
- How artists make marks drawing our attention, and how they use and abuse the different traditions that have developed over time

How to:

- **Develop ideas** through investigating and critically analyzing sources
- **Apply an understanding of art practices** and cultural industries to your own work
- **Refine your work** as it progresses
- **Record ideas** and observations using drawing and written annotation
- **Use visual language** through effective and safe use of: Media, Materials, Techniques, Processes and Technology
- **Use drawing skills** for different purposes
- **Realise & present** your own intentions for making Art and Design work

Links to prior learning:

This coursework project continues to extend, develop and refine key skills secured at KS3, building increased independence and risk-taking in the process of exploring personal responses

Links to future learning:

This project explicitly takes students through the different stages of developing and exploring ideas, securing the skills of independent responses - crucial to non examined assessments.

Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence: In taking on new personal challenges, taking risks in the development of ideas, and creating personal practical responses

Aspiration: Seeing self as a young artist, working on a larger scale, having more ambition for the potential of what kind of ideas can be realised

Reflection: On own personal journey and the work of others including peers

Respect: For self and others in sharing of ideas and communicating intentions





Computer Science

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Year 10

Programming Constructs

Skills and knowledge:

- Language acquisition - Python
- Innovative thinking
- Analytical skills
- Attention to detail
- Understanding of different programming constructs
- Communication with software

Links to prior learning:

- Students have previously learn Python programming. This will be further emphasised and new concepts will be taught

Links to future learning:

- Students will understand key concepts in programming and will be required in their GCSE's



Links to whole school vision and ethos: 'Every Child a Scholar

- Using previous knowledge to understand how to tackle coding challenges.
- Emphasis on logical and comparison thinking to attain goals and objectives.



Dance

Year 10 Summer 2

Choreography & Anthology

Skills and knowledge:

- Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement. All of which will be need for the written paper.
- Development of GCSE vocabulary for choreographic skills.
- Introduction to a GCSE choreography component. Development of prior learning through revising skills from Year 9 choreography. Development of the choreographic aspect of the GCSE specification.
- Choreography: how to create movement using action, space, dynamics and relationships.
- Studying the different types of GCSE Dance motif developments and how to develop movements to enhance choreography.
- Choreographing movement using musicality, rhythm, direct correlation of the music.
- How to evaluate and critically appreciate choreography.
- Introduction of the GCSE Dance Anthology. Students will learn about all six dances.
- Development of analytical skills and how to answer 3 & 6 mark questions about the set work.
- Introduction into section A & section C of the written component.

Links to prior learning:

- Prior learning from previous Year 7, 8 & 9 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 11, choreography and performance in a duo/trio, analysis of set works and contemporary dance.



Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration- Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 10 Summer I

Blood Brothers and Mask

Skills and knowledge:

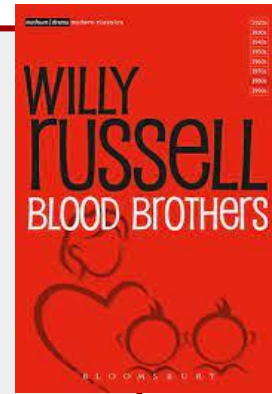
- **Memory**
- **Cultural Capital**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**
- **Script reading**

Links to prior learning:

- Physical Skills
- Stage Presence

Links to future learning:

- Physical Skills
- Stage Presence
- Building skills for examined pieces in Year 11



Links to whole school vision and ethos: 'Every Child a Scholar'

- High expectations of acting skill.
- Valuing the need to perform work that is prepared and successful.



Design & Technology

CURRICULUM

Year 10 Summer 2



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

Developing potential through challenge

- Visual literacy
- Design literacy
- Numeracy skill
- GCSE NEA Google Slides (June 1st)

Students' work should consist of an investigation into a contextual challenge (AQA challenge From June 1st), defining the needs and wants of the user and include relevant research to produce a design brief and specification.

- Investigating the design context
- Product investigations
- Consumer profiles
- Design brief and product criteria

Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

Links to prior learning: Year 10 work scheme

Links to future learning:



Google Slides

Name: *****
DESIGN AND TECHNOLOGY NEA FOLDER

NEA FOLDER

Centre Number: *****
Candidate number: *****



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence:

Aspiration:

Reflection:

Respect: To oneself, classmates, staff and community





French

CURRICULUM

FRENCH Year 10 Summer 2

De la ville a la campagne (*From the city to the countryside*)

Topic: local area, holiday and travel



Skills and knowledge

Students will be able to:

- Talk about where they live and how the weather is
- Describe the positive and negative aspects of a town
- Give suggestions of what you can do or not in their surroundings
- Discuss making plans and the weather using future tense
- Describe how they are planning on improving their area with community projects

Links to prior learning:

Y7: Ma zone (my area) M4

Y8: Chez moi, chez toi (at my house at yours) M4

Links to future learning:

Being able to give and justify opinions in regards to themselves and others
Preparation for the GCSE exam the following year



Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Using imagination and previous knowledge to discuss different events**
- **Relating language to real world scenarios**



Geography

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Year 10 Summer 2

The challenge of resource management/Urban Issues & Challenges

Skills and knowledge

- explain the distribution of key resources around the world.
- evaluate the opportunities and challenges created by the changing demand and provision of food in the UK
- evaluate the opportunities and challenges created by the changing demand and provision of water in the UK
- evaluate the opportunities and challenges created by the changing demand and provision of energy in the UK
- Suitable question for geographical enquiry
- Selecting, measuring, and recording data appropriate to the chosen enquiry



Links to prior learning:

Pupils recognise the inter-relationships between processes at different scales and how the relationship between people and environments inter-link, and trying to achieve sustainable development will affect planning and management of these areas.

Links to future learning:Y11 Revision 3.2.3 Section C: The challenge of resource management

- 3.2.3.1 Resource management
- 3.2.3.3 Energy

3.2.1 Section A: Urban issues and challenges

Links to whole school vision and ethos: 'Every Child a Scholar

Confident- Recall information about physical and human environments, with valid comments about specific location and explain multiple reasons why places and environments change using specific case studies.

Reflection- consider sustainable approaches to use and possible consequences that can result in change to the environment, and lead to possible conflict.





History

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Year 10 - Summer 2

Germany 1890 - 1945 &
America's Wars in Asia
Was Hitler's dictatorship
popular?



Skills and knowledge:

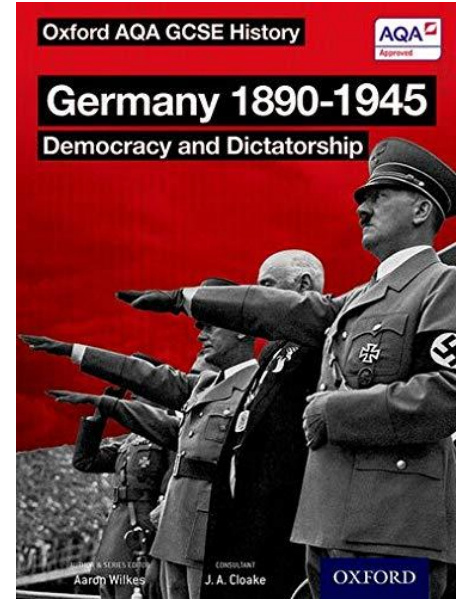
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- Study the Nazis social policy amongst women and children. Including the restrictions imposed upon both social groups, youth groups such as the Hitler Youth and League of German maidens and the propaganda techniques used to influence.
- Study the persecution of the Jews from 1933-1945.
- Study how Hitler controlled Germany.
- Explain the limited resistance to Hitler's Nazi Germany. Focusing on the White Rose, Swing Youth and assassination attempts.
- Revision and assessment for the Germany module.
- Introduction to *America's wars in Asia* module. Focusing on the political concepts of communism and democracy, east vs west and the action of Stalin and Mao.

Links to prior learning:

Student will continue their chronological study of Germany.

Links to future learning:

The study of Germany will help students to further understand the establishment of the Cold War and will aid their studies in the *America's Wars in Asia* topic.



Links to whole school vision and ethos: 'Every Child a Scholar'

Reflection- the study of Germany helps students to understand and reflect past atrocities and the impact it has on society.

Respect- The study of Germany teaches students the importance of respect as it looks at contentious historical details which creates empathy.





Music



Media

Year 10 Summer 2

Skills and knowledge:

Consolidation / Completion of Component 3 Coursework

- **Reviewing progress of project against schedule**
- Editing in photoshop and Lightroom with increasing sophistication and skill
- Addressing requirements of assessment criteria and making formative judgments

Exam Content

Interleaving with a number of set texts from Section b of the Component 1 focussing on Industry and Audience part of the Theoretical Framework



Links to prior learning:

Media Language, Representation, Context and Textual analysis have been introduced with a range of previous set texts. This theory now needs to be applied to their own production

Links to future learning:

These skills will be consolidated in more detail when we embark on Component 2



Links to whole school vision and ethos: 'Every Child a Scholar Curiosity Originality Risk taking

Development of creative skills / more enhanced considered editing

Complexity Elaboration

Identifying how project can be polished to address more sophisticated criteria

Confidence aspiration

Cultural awareness / cultural capital - Working to deadlines

Respect and Reflection

Teamwork - Independence and problem solving



RE

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Year 10 Summer 2

Marriage and the Family

Skills and knowledge:

- Understanding the different types of family in society and evaluating their effectiveness
- Identifying different types of contraception and debating the role of the Church in influencing the use of these as methods of family planning
- The study of gender prejudice and discrimination, in the Church community
- Evaluating the church's attitude to different types of sexual relationships
- Understanding the law on divorce and the Christians' attitudes to divorce.

Links to prior learning:

Students had covered Abrahamic Faiths in Year 8 and the role of descendants in carrying on religious traditions.

Links to future learning:

The study of Marriage and the Family will help students to understand the impact of family on the 'Future Church' in Year 11



Links to whole school vision and ethos: 'Every Child a Scholar

Respect- The study of Marriage and the Family will help promote tolerance for all and British Values



PE

CURRICULUM

Year 10 - Health, fitness and wellbeing.

Diet and Nutrition

Skills and knowledge:

- Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness
- Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.
- Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.

Links to prior learning:

Students have no formal knowledge of how to apply to written context. They do have a background in diet and nutrition as this is covered in PSHE lessons in KS3.

Links to future learning:

Supports and links with the learning in year 11. Students will be able use this knowledge to understand the effect of diet and hydration on energy use in physical activity and specialised diets that will be introduced later on.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Students gain confidence in exploring how exercise has multiple benefits and the importance of diet to their health.
- Students reflect on their current understanding of mental health, wellbeing and fitness and how these are related but also differ and how they can support someone's physical, social and emotional needs.

Year 10 Summer 2

Health, fitness and wellbeing. Diet and Nutrition

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PSHE

Personal, social, health and economic education

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Year 10 Summer 2 Careers Education



Skills and knowledge:

- CV's
- Interview Technique
- Work Experience
- STEM Careers

Links to prior learning:

Links to future learning:



Links to whole school vision and ethos: 'Every Child a Scholar

Students will **reflect** on their skills and successes creating CVs and will be able to apply for courses/jobs with **confidence** to fulfill their greatest aspirations.

How to
WRITE A CV





Sociology

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Spanish

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Year 10 Summer 2

Intereses e Influencias
(Interests and influences)

Topic: Identity and culture: Who I am?;

Daily life

Skills and knowledge:

- Adjectives of nationality
- Using the expression I tend to in Spanish “suelo+in”
- Using imperfect tense to express what I used to do
- Talking about who inspires you



Links to prior learning:

Differentiate the use of the perfect vs. the imperfect tenses

Links to future learning:

How to use imperfect tense to make descriptions in the past tense when talking about jobs in M8



Links to whole school vision and ethos: ‘Every Child a Scholar’

- Developing cultural capital by putting the language in a world perspective
- Inference: looking at context to identify missing words
- Talking about positive and negative role models.

