



English

CURRICULUM

Year 10

Macbeth -William Shakespeare



Skills and knowledge:

- Characteristics of a Shakespearean tragedy/ tragic hero
- Analysing the characterisation of central characters (e.g. Macbeth, Lady Macbeth, Banquo, Macduff)
- Analysing the presentation of a theme (e.g. ambition, kingship, power, conflict)
- Close analysis of language, structure and form in pivotal moments in the play
- Understanding of Jacobean context of the play and impact it has
- Comparing the play text with different theatrical productions
- Analysis of Shakespeare's use of dramatic devices to present themes and ideas

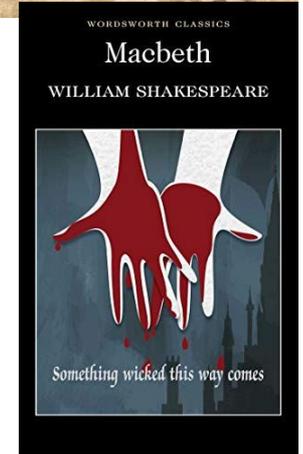
Links to prior learning:

Understanding of Shakespearean drama from Y7 (AMND- Comedy) and Year 8 (Romeo and Juliet - Tragedy)

Understanding of dramatic devices and stagecraft from Y9 study of 'The Empress'

Links to future learning:

Study of whole text supports future study of 'Jekyll and Hyde' and 'Boys Don't Cry'



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

Building cultural capital through studying Shakespearean text and concept of tragic hero.

Developing understanding of dramatic devices and stagecraft.





Maths

CURRICULUM

Year 10

Congruence, Similarity and Enlargement



Skills and knowledge:

- Enlarge a shape by a positive integer scale factor
- Enlarge a shape by a fractional scale factor
- Enlarge a shape by a negative scale factor*
- Identify similar shapes
- Work out missing sides and angles in a pair given similar shapes
- Use parallel line rules to work out missing angles
- Establish a pair of triangles are similar
- Explore areas of similar shapes*
- Explore volumes of similar shapes*
- Solve mixed problems involving similar shapes*
- Understand the difference between congruence and similarity
- Understand and use conditions for congruent triangles
- Prove a pair of triangles are congruent*

Links to prior learning:

- Recall basic angle facts.
- Recognise congruent shapes.
- Find missing lengths using Pythagoras' theorem.
- Know the conditions of congruence and use correct mathematical notation for equal angles and sides.

Links to future learning:

- Finding dimensions of a frustum
- Finding surface area and volume of cones and frustums

Congruence & Similarity



Crystal Clear Mathematics



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

Our students are able to explore images that we see in everyday life and see how they are enlarged to be Mathematically similar or congruent.





Science

CURRICULUM

SCIENCE Year 10 Autumn 1

Quantitative chemistry - Chemistry
Infection and response - Biology

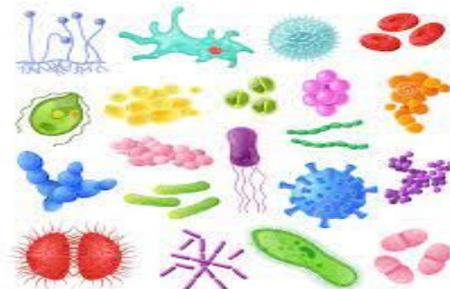


Skills and knowledge:

- Use a periodic table to calculate the relative formula mass of different compounds.
- Calculate the percentage mass of an element.
- Calculate the number of moles
- Balance equations using reacting masses.
- Explain the relationship between the mass of a solute, the volume of solution and the concentration a solution.
- Calculation the concentration and volume of a solution
- Use the balanced reaction equation to calculate atom economies.
- Calculate the percentage yield of a reaction.
- Identify the key features of diseases caused by bacteria, viruses, protists or fungi.
- Evaluate the effectiveness of reducing the spread of diseases.
- Describe the ways in which the body defends against diseases.
- Explain how vaccinations work.
- Explain the importance of drug testing.
- Describe the process of producing monoclonal antibodies and state some of their uses.

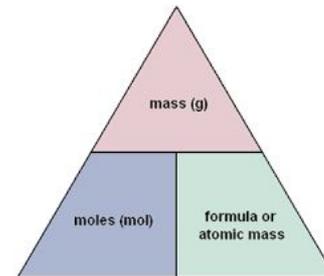
Links to prior learning:

Students study health and disease in year 8 including the differences between medicinal and recreational drugs. Additionally, due to the COVID pandemic, pupils will have come across diseases, methods to prevent their spread and might have some idea of how viruses make us feel unwell.



Links to future learning:

Studying about infections and the responses to these infections can lead to further study in epidemiology, pharmacy, microbiology or to study to work in any health care profession. Quantitative chemistry is essential in further studies related to chemistry.



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

Confidence - Due to the increasing onset of factually incorrect information and over sensationalisation of current affairs, studying diseases, their spread and vaccinations will give pupils the confidence they need to critically think about these issues.





Art

Year 10 Autumn 1

Introductory Workshops



Skills and knowledge:

- Understanding the GCSE course - rehearsal of stages of project: Develop/Refine/Record/Present
- Playful exploration of Formal Elements
- Introduction to approaches: Traditional, Modern & Contemporary approaches
- Practical responses developing observational recording and handle of materials explored through drawing, collage, photography, painting and sculpture
- Consideration of the GRID

Links to prior learning:

This introductory 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:

Working towards a sustained portrait and still-life outcome, responding to theme of Narratives



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

CURRICULUM

Year 10



Skills and knowledge:

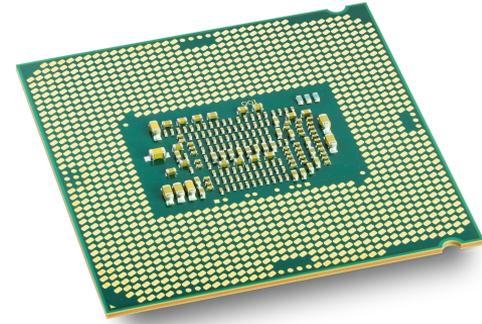
1. Students will learn about the architecture of computers and how different parts communicate with each other.
2. Students will learn the difference between an input and output device and what constitutes to it.
3. Students will have an understanding of Memory management and storage and will later be able to calculate and convert different factors.
4. Students will understand how networks work and the different types of networks and characteristics of them.

Links to prior learning:

This will be a new topic for students as they have previously been doing a large chunk of coding in Key Stage 3.

Links to future learning:

This will be a basis for topics that will be taught later on in the subject and the specification.



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

Students will be able to demonstrate understanding of different components of the CPU which will show their understanding of aspects in the modern world of computing.





Dance

Year 10 Autumn 1

GCSE Set Phrase & Anthology



Skills and knowledge:

1. 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 needed for the written paper.
2. Development of GCSE vocabulary for performance skills.
3. Introduction to second GCSE performance unit. Development of prior learning through revising skills from Year 9.
4. Development of the performance aspect of the GCSE specification.
5. Performance: how to perform a movement using physical, technical and expressive skills and using the success criteria to give an outstanding performance.
6. How to be sensitive to other dancers when performing in a group.
7. Performing movement using musicality, rhythm, direct correlation and timing.
8. Using counts and breaks within the movement to develop technical skills.
9. How to evaluate and critically appreciate performances.
10. Introduction of the GCSE Dance Anthology. Students will learn about one of six dances.
11. Development of analytical skills and how to answer 3 & 6 mark questions about the set work.
12. Introduction into section A 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 and ethos: '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/genders through dancer appreciation.





Drama

Year 10 Autumn 1

The Acting Craft

Skills and knowledge:

1. Definition and characteristics of 'strong' acting.
2. Characterisation: How are a variety of characters in a variety of plays presented?
3. Extract focus: Application of the Physical and Vocal skills to create a performance.
4. Using video extracts and scripts to explore characters.



All action in theatre must have inner justification, be logical, coherent, and real.
~ Constantin Stanislavski

Links to prior learning:

- Building on ability to perform a 'real' and 'fully developed' character from the Year 7, Evacuees. Year 8 HMS Windrush, Missing and Our Day Out. and Year 9 Islington Actors.

Links to future learning:

- Understanding of acting skills are developed in Year 11 Component 2 and 3 performance exams.

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

- Building cultural capital through studying an local actors and their careers.
- Developing understanding of what constitutes 'strong' acting.





Design & Technology

CURRICULUM

Year 10 Autumn 1



DESIGN AND TECHNOLOGY
2022

Skills and knowledge

Realising potential through challenge

- Understanding the GCSE course
- Preparing for the GCSE course
- NEA rehearsals
- Google Slides production skills
- Student challenge
- The work of others
- Product investigation
- Product analysis -ACCESS FMM
- Product branding
- Design literacy

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:

KS3 work scheme

Year 9 options

Links to future learning:

GCSE AQA revision content 2023

GCSE AQA
**DESIGN AND
TECHNOLOGY**
(8552)



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

Confidence: In responding to challenge

Aspiration: To complete the course successfully

Reflection: On knowledge and understanding

Respect: To oneself, classmates, staff and community



ACCESS FMM

A

AESTHETICS

What does the product look like?
Is it appealing? Could the design be improved?

DESCRIBE the colour, form and style, using adjectives.



Google Slides



French

CURRICULUM

FRENCH Year 10 Autumn 1



Qui suis-je? (*Who am I*)

Topic: Identity and Culture

Skills and knowledge

Students will be able to:

- Talk about friends and what makes a good friend
- Talk about positive and negative family relationships
- Make arrangements to go out using the near future tense
- Describe a night out with friends
- Talk about their life when they were younger
- Discuss role models in their lives using present, past and future events
-

Links to prior learning:

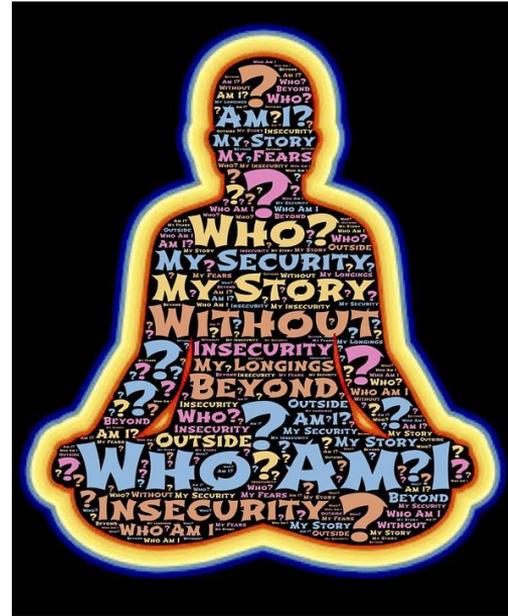
Y7: C'est perso (*it's personal*) Talking about self and others

Y8: Mon identité (*My identity*) Talking about self and others

Y9: Ma vie sociale d'ado (*My social adolescent life*) Talking about social relationships and arranging to go out

Links to future learning:

Being able to give and justify opinions in regards to themselves and others during past, present and future events



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

- Using language in everyday life situations.
- Relating opinions and using the language of debate
- Finding value in oneself and others





Geography

CURRICULUM

Year 10 Autumn 1



The Challenge of Natural Hazards

Skills and knowledge

- Identify and describe hazards with types, location and influences
- study tectonic hazards to investigate the processes involved, impacts and responses to hazards and management.
- Describe and explain the global circulation model and global climatic conditions
- Explain the formation, and effects of tropical storms and the impact of storms in the UK

Links to prior learning:

Develop understanding of a range of geographical processes, beginning to apply their understanding to unfamiliar contexts; interpret the characteristics of case study for both physical and human geography, using some supporting examples conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for their enquiry.

Links to future learning: (AQA GCSE (9–1) Geography specification):**Links to future learning:** Year 11 Revision
3.1.2 Section A: The challenge of natural hazards

- 3.1.1.3 Weather hazards
- 3.1.1.4 Climate change



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

Confidence: to value and transfer their skills learnt in KS3 into KS4 in taking on new challenges

Aspiration: To develop and improve their skills learnt as part of the national curriculum expectation to progress in Geography through KS3.

Reflection: Pupils to talk about the geography they already know from their experience in KS3, using this as a basis inform challenge in lessons

Respect: Pupils will appreciate their peers in teamwork opportunities to learn fieldwork skills in Geography through an investigation around the school grounds .





History

Year 10

Medicine through time

*Medicine stands still &
The Beginnings of Change*



Skills and knowledge:

- Introduction to the thematic GCSE study c.790 - to present day, themes of medicine, science and religion. A chronological study of British and world medicine.
- The key historical skills used are significance, interpretation, continuity and change.
- Medieval Medicine - Galenic and Hippocratic approaches, superstitions, Arabic and Christian Medicine, Public Health.
- The Renaissance - Challenge to medical authority on anatomy, physiology and authority.
- Dealing with disease - prevention, treatment, inoculation, vaccination and opposition.
- The impact of Pare, Vesalius, William Hunter, John Harvey

Links to prior learning:

Spread of germs - Science

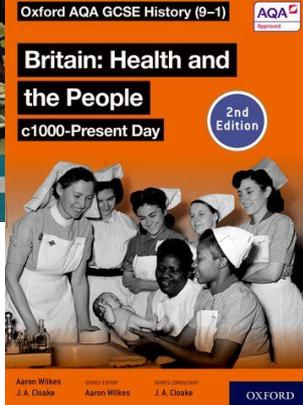
Understanding of the impact and influence that religion plays in peoples lives - RE.

Links to future learning:

Historical skills, extended writing and exam technique will be carried across the whole of the GCSE.

Medicine and Society in Early Modern Europe

MARY LINDEMANN



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

Building cultural capital through studying worldwide medicine and developing an understanding on why societies had certain prejudices towards different approaches.





Music

Year 10



Skills and knowledge:

- Studying Bach Brandenburg No5 (Instrumental Music).
- Analysing and understanding the set work.
- Describing the set work with an awareness of the musical elements.
- Developing technical skill in using Ableton to create, perform and arrange music.
- Developing instrumental performance skills (solo performing).
- Ongoing development of technical competency and confidence on chosen instrument (1-2-1 instrumental tuition)

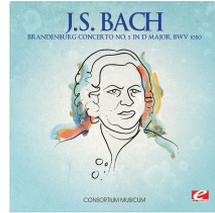


Links to prior learning:

- KS3 listening content (especially the study of Beethoven) will have prepared students for aspects of Unit 3 content.
- Instrumental lessons are ongoing and on an individual 1-2-1 basis.
- Students have previously used Garageband and Bandlab.

Links to future learning:

- Ongoing development of performing skills.
- Ongoing development of composition skills.



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

- Students are expected to display real resilience in repeatedly practising to make progress.
- During composition and arranging work students are expected to listen extremely carefully, to reflect deeply and make musical decisions that bring about improvements.



Media

Year 10



Skills and knowledge:

Introduction to the theoretical framework that underpins the GCSE Media Studies Course: Media Language, Representation; Audience and Industry. This will provide the overarching structure for their Media Studies “Toolkit”. Overview of what the work of a confident Media Studies student looks like.

Introduction to Practical Skills,; Camera work, lighting and Editing (What do Safe Procedures look like?)

Introduction to the flipped learning model within GCSE Media and identification of independent / organisational skills that will need to be developed. Introduction to the Synoptic Portfolio. This will encourage

Links to prior learning:

New Course. Students will have encountered the concept of Media / non fiction writing within their English lessons

Links to future learning:

Mastery of the theoretical framework which underpins the course enabling confident and critical analysis of set text products



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

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

Development of creative skills

Complexity Elaboration

Critical analysis - Research skills - Essay writing skills

Independent Learning





RE

CURRICULUM

RE Year 10 Autumn 1

Muslim Beliefs

Skills and knowledge:

- Explaining the significance of the Six Beliefs of Islam
- Debating the Nature of Allah and their importance to Muslims
- Evaluating the significance of the Five roots of the Usul ad-Din in the life of Shi'a Islam

Links to prior learning:

Students had studied the concept; 'What is God like? In year 7 and the Abrahamic Faiths in Year 8

Links to future learning:

This will equip students to better engage in philosophical and ethical debates at KS5



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

Students build confidence in respecting their own beliefs and also be able to show respect for other people's beliefs in order to co-exist in a diverse society.





PE

CURRICULUM

Year 10 - Skeletal, Muscular and Lever Systems



Skills and knowledge:

- Learners will be able to name and locate the major bones and joints of the body and be able to explain the functions of the skeleton.
- Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport.
- Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement
- Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports

Links to prior learning:

Students have been made aware of muscles, joints and bones in KS3 PE. Levers are completely new for KS4 learners but may have covered it in KS3 Design Technology.

Links to future learning:

The skeletal and muscular systems will support the learning in other topics such as principles of training and components of fitness.



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

Students build confidence in looking at how the human body moves and then assessing how it helps them in practical PE lessons. Students will also start to reflect on their learning and begin to build strong links to other subjects such as Science and DT.





Sociology

CURRICULUM

Sociology Year 10 Autumn 1

Introduction to Sociology

Skills and knowledge:



1. Understanding key sociological concepts.
2. Students will develop a clear understanding of the sociological theories such as Marxism, Functionalism, Feminism, New Right.
3. Students will learn about sociological research methods and the importance of ethics in research.
4. Students will understand the importance of social processes in maintaining culture and dominant values - socialisation etc.

Links to prior learning:

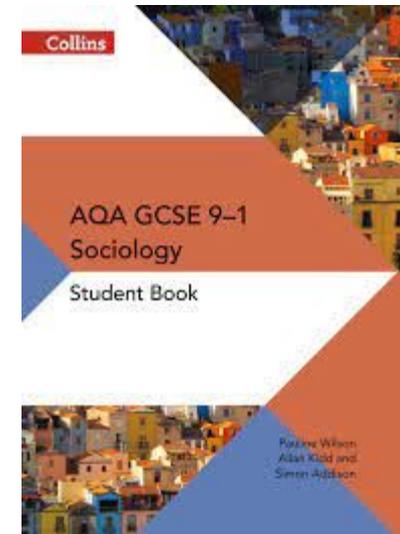
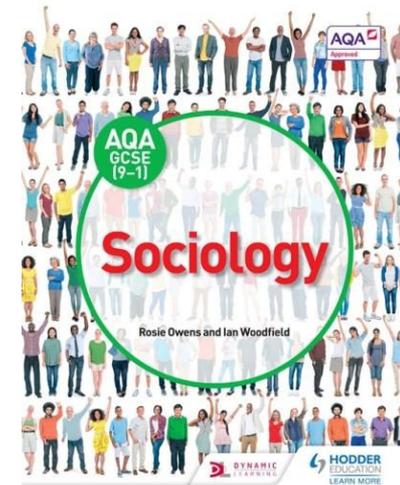
Definitions of aspects of modern society that students know exist and practice, but may not be aware of how..

Links to future learning:

- Sociological vocabulary.
- Knowledge of sociological theory.
- Knowledge of research methods.

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

Developing cultural capital, and appreciation of Fundamental British Values through systematic study of modern British Society.





Spanish

SPANISH -Year 10 Autumn 1

Desconectate (My Holidays)



Topic: Local area, holiday and travel.

Skills and knowledge:

- Students will acquire the ability to describe in depth itineraries and activities related to holiday time
- Special attention to explain past holidays
- Setting the foundation for expressing opinions and thoughts.
- Describing physical spaces in Spanish
- Acquiring the ability to justify opinions

Links to prior learning:

The topic serves as a channel to revise and retrieve previous knowledge.

Links to future learning:

Holidays activities and expressing opinions and justifications about it will become really handy when they have to express opinions about activities during free time.



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

- During this topic we have conversations about different holiday styles and how to be mindful of people who do not have the chance or opportunity to go to the same places as us.
- Discussing benefits of having such holiday experiences.

