



English

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

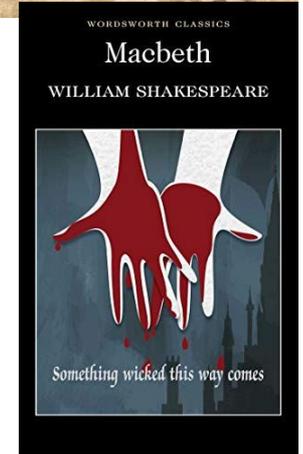
Links to prior learning:

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

Trigonometry

Skills and knowledge:

- Explore ratio in similar right-angled triangles
- Work fluently with the hypotenuse, opposite and adjacent sides
- Use the tangent ratio to find missing side lengths
- Use the sine and cosine ratio to find missing side lengths
- Use sine, cosine and tangent to find missing side lengths
- Use sine, cosine and tangent to find missing angles
- Calculate sides in right-angled triangles using Pythagoras' Theorem
- Select the appropriate method to solve right-angled triangle problems
- Work with key angles in right-angled triangles
- Use trigonometry in 3-D shapes
- Use the formula to find the area of any triangle
- Understand and use the sine rule to find missing lengths
- Understand and use the sine rule to find missing angles
- Understand and use the cosine rule to find missing lengths
- Understand and use the cosine rule to find missing angles
- Choosing and using the sine and cosine rules



Links to prior learning:

- Angles in a triangle
- Rearranging equations
- Solving equations

Links to future learning:

- Functions
- Vectors
- Equation of a circle



SOH

$$\sin \theta = \frac{\text{Opp}}{\text{Hyp}}$$

CAH

$$\cos \theta = \frac{\text{Adj}}{\text{Hyp}}$$

TOA

$$\tan \theta = \frac{\text{Opp}}{\text{Adj}}$$

Trigonometric Values of Common Angles

θ (degrees)	0°	30°	45°	60°	90°	180°	270°
θ (radians)	0	$\frac{\pi}{6}$	$\frac{\pi}{4}$	$\frac{\pi}{3}$	$\frac{\pi}{2}$	π	$\frac{3\pi}{2}$
$\sin \theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	0	-1
$\cos \theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	-1	0
$\tan \theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	Undef.	0	Undef.

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

Students further develop their understanding of geometric concepts. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

SCIENCE Year 10 Autumn 2

Skills and knowledge:

Particle model of matter - Physics
Chemical changes - Chemistry
Bioenergetics - Biology

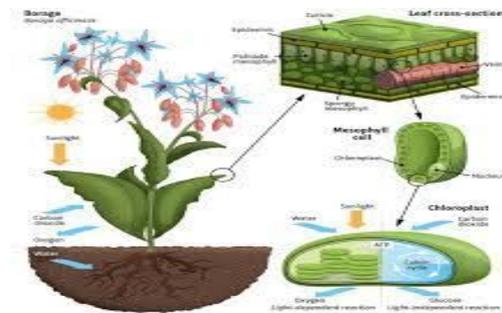


Skills and knowledge:

- Using kinetic theory, describe the differences between the states of matter
- Using heating cooling curves, describe what is meant by specific latent heat
- Describe what is meant by gas pressure
- Review topics covered previously to aid in knowledge retrieval
- Understand the difference in pH value between strong and weak acids and alkalis
- Describe how to carry out titration
- Describe the process of electrolysis and extraction of metals
- Explain what happens to a plant when it becomes deficient in nutrients
- Describe and explain the factors that affect the rate of photosynthesis
- Describe the differences between aerobic and anaerobic respiration
- Describe and explain the changes occurring in the body in response to exercise

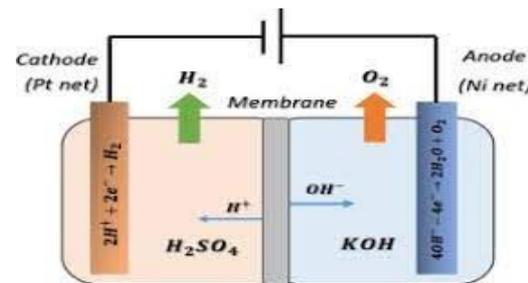
Links to prior learning:

Students cover plants throughout both KS1 2 and 3. At a GCSE level, pupils cover the structure of plants, photosynthesis and the factors affecting the rate of photosynthesis in more detail. Pupils also build up on what has been covered in Year 7 - Structure and function of body systems when covering muscles and how they work in relation to respiration. Pupils also cover the atom in Years 7 and 8.



Links to future learning:

All topics covered at this stage can lead to very exciting careers related to hydroponic farming, extraction and purification of metals or quantum physics. All of which are also covered in their respective A level subjects.



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

Reflection - The topics covered during this time represent a culmination of topics pupils have covered since Primary school





Art

Year 10 Autumn 2

Narratives - Still life & Approaches



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:

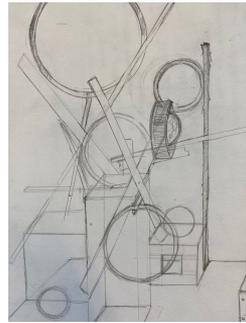
- **Develop ideas** through investigating and critically analyzing sources
- **Apply an understanding of art practices** and cultural industries to your own work
- **Refine your work** as it progresses
- **Record ideas** and observations using drawing and written annotation
- **Use visual language**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

Links to prior learning:

This coursework project extends investigative approaches from Term 1 to an practical exploration of art movements via Still Life

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

CURRICULUM

Year 10

Computer Networks

Skills and knowledge:



1. Students will learn the difference between LAN and WAN
2. Students will learn features of LAN and WAN
3. Students will learn the 5 factors that affect network performance.
4. Students will know the roles of client server and peer to peer networks.
5. Students will learn hardware associated with networks.
6. Understand world wide collection of computer networks including DNS, Hosting, Cloud and Web servers
7. Star and mesh topologies.



Links to prior learning:

This will be a new topic for students as they will be going through the contents of the GCSE Specification for OCR.

Links to future learning:

This will help students to understand other key topic areas around GCSE Computer Science.



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

Networks is a key topic area in the Computer Science GCSE and holds a large weighting towards their score. Networks is something related to real life day to day practical needs and wants and is used all around us in a technological world.



Dance

Year 10

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 a GCSE performance unit. Development of prior learning through revising skills from Year 9 of the Set Phrase. Development of the performance aspect of the GCSE specification.
4. Performance: how to perform a movement using physical, technical and expressive skills and using the success criteria to give an outstanding performance.
5. Performing movement using musicality, rhythm, direct correlation and timing.
6. Using counts and breaks within the movement to develop technical skills.
7. How to evaluate and critically appreciate performances.
8. Introduction of the GCSE Dance Anthology. Students will learn about two of six dances.
9. Development of analytical skills and how to answer 3 & 6 mark questions about the set work.
10. 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/genres through dancer appreciation.



Drama

Year 10 Autumn 2



Stanislavski

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 and Stanislavski Acting Method.
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, Year 9 Islington Actors. Year 10 The Acting Craft.

Links to future learning:

- Understanding of how 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 prominent actors and their careers.
- Developing understanding of what constitutes 'strong' acting.





Design & Technology

CURRICULUM

Year 10 Autumn 2



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

Realising potential through challenge

- Designer influences
- Designers
- Design companies
- Research skill
- Vivienne Westwood
- Ettore Sottsass
- Alessi
- Memphis
- Under Armour
- Practical skill development
- Graphic materials and adhesives

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:

GCSE AQA course

KS3 work scheme



Links to future learning:

GCSE AQA revision content 2023

ALESSI



UNDER ARMOUR



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





French

CURRICULUM

Year 10

Qui suis-je? (*Who am I*) [CONTINUED]

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:

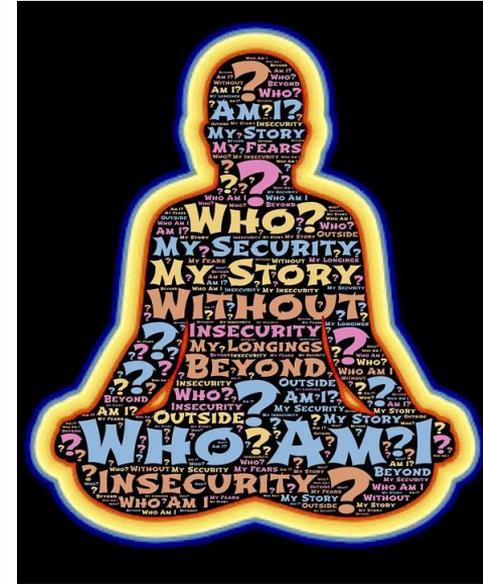
Y7: C'est perso (*it's personal*) Talking about self and others

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

The Living World



Skills and knowledge

- Study the distribution of world biomes and explain why they are located where they are and the causes of this.
- Study rainforests; location, features and threats
- Describe the characteristics of major desert ecosystems, how they can be developed and the challenges of developing hot desert regions.

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: 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

CURRICULUM

Year 10

Medicine through time

A revolution in medicine & Modern Medicine



Skills and knowledge:

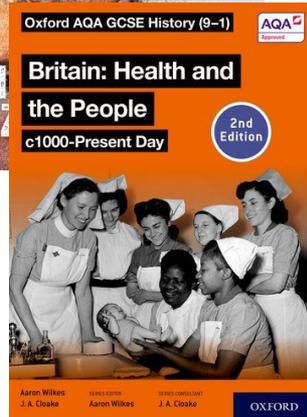
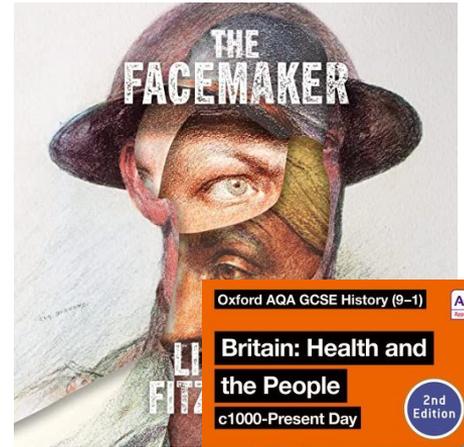
- The development of Germ theory and its impact on the treatment of disease in the UK.
- A study of anesthetics, including Simpson and Chloroform, antiseptics, carbolic acid, surgical procedures and aseptic surgery.
- Improvement to Public Health in Britain during the Industrial Revolution, cholera epidemics, the work of John Snow, Public Health reform acts at a local and national level.
- Modern treatment of disease, including the pharmaceutical industry, penicillin, Alexander Fleming and antibiotic resistance.
- The impact of war on surgery, focusing on WWI, X-rays, plastic surgery, radiation therapy and keyhole surgery.
- Public Health, including the Boer War, poverty and housing and the introduction of the NHS.

Links to prior learning:

Spread of germs - Science
WWI surgery - Y8 History
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.



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

Building cultural capital through studying worldwide medicine and the social impacts that events can have.





Music

Year 10

Skills and knowledge:



- Studying Purcell's 'Music for While' (Vocal 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:

- Students will have previously studied "Killer Queen".
- Instrumental lessons are ongoing and on an individual 1-2-1 basis.
- Students have previously used Garageband and Bandlab and will have begun using Ableton Live.

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:

Application of the theoretical framework in relation to set product and unseen texts. (Deep focus on Media Language and Representation)

Development of Media language terminology particularly in regard to semiotics and how meaning is made.
Practical skills development / application to foundation project brief .
Review of independent skills in relation to theory and practical work.

Safe procedures around practical work

Links to prior learning:

Application of semiotic analysis introduced in first half term.
Development of media theory embracing, narrative and genre
Application of practical skills introduced eg composition, high key lighting, three point lighting.

Links to future learning:

Audience theory - how and why are texts made to appeal to specific audiences.



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

- Development of powerful literacy skills.
- Recognition of what creativity means and what it looks like in a variety of forms.





RE

CURRICULUM

Year 10

Crime and Punishment (Islam)



Skills and knowledge:

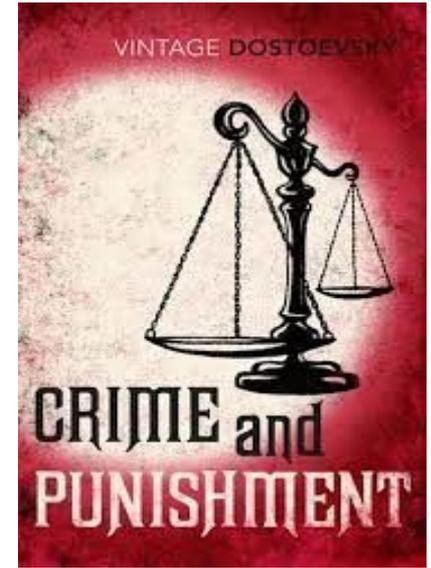
- Evaluating religious as well as non religious arguments on justice
- Analysing the treatment of criminals from a religious as well as a non religious perspective
- Evaluating the aims of punishment in society
- Understanding the Muslim teachings on forgiveness
- Debating the subject of evil and suffering and how Muslims respond to this
- Evaluating the death penalty

Links to prior learning:

- Students have studied the British Values and the Five Pillars of Islam in year 8

Links to future learning:

- This will benefit students who intend to study philosophy and ethics beyond KS4



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

- This will help students to develop confidence and respect when discussing their own beliefs and when listening to the opinion of others.





PE

CURRICULUM

Year 10 - Cardiovascular, respiratory systems and effects of exercise on the body.



Skills and knowledge:

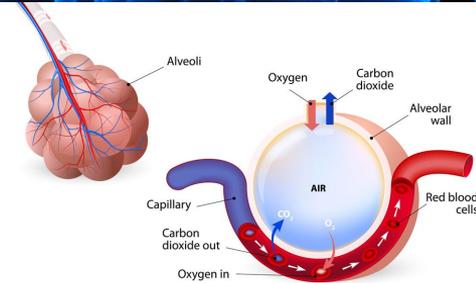
- Learners will develop their knowledge and understanding of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms.
- Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing.
- Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.

Links to prior learning:

Students may have some knowledge of heart rate and breathing rate as well as a human's response to exercise. Science KS3 lessons will have introduced students to cardiovascular system.

Links to future learning:

Will go into detail about the heart muscle and blood flow which will support their synoptic knowledge in year 11. Will be able to make further links with other body systems such as muscular and skeletal.



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

Students will begin to build confidence in making cross-curricular links with science and maths with the few equations they need to remember. Students will start to reflect on their on exercise experiences and what effects this has on their body in the long term.





PSHE

Personal, social, health and economic education

CURRICULUM

Year 10 - Autumn 2

Skills and knowledge:

- Independent Living - preparing for adult life
- Anti-social Behaviour
- Online Fraud
- The Dark Web
- Fake News
- Study Skills



Links to prior learning:

Topics move on from work covered with regard to taking responsibility for our own affairs such as our personal finances, our physical and mental health to the more subtle area of being circumspect when online and engaging with the mainstream media.



What is Independent Living?



Some examples of anti-social behaviour:



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

This unit of work encourages students to take a view on social issues such as anti-social behaviour in a range of areas and particularly focuses on how to be aware of the role social media plays in this. Staying safe and being aware of certain challenges that life presents are key to students becoming confident in their ability to deal with such matters.



Sociology

CURRICULUM

Year 10

Introduction to Research Methods



Skills and knowledge:

- Understanding the strengths and weaknesses of different research methods.
- Being able to apply these research methods to social scenarios.
- An appreciation of the essential aspects of sociological research - ethical issues, validity, reliability.

Links to prior learning:

Students will apply ideas of sociological theory to the application of research methods.

Links to future learning:

Students will be able to apply the use of research methods to different sociological contexts.



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

Students will develop confidence in articulating an argument, and reflection in being able to appreciate viewpoints that differ to their own.





Spanish

SPANISH -Year 10 Autumn 2

Revision of previous modules & Mi ciudad (My city)



Topic: Local area, holiday and travel.
Listening and Writing skills

Skills and knowledge:

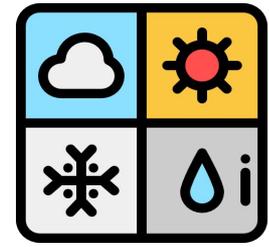
- Students are expected to focus their development in listening skills, therefore high focus on teacher centered lesson
- Learning about the pros and cons of the city
- Be able to describe your area and say what you can do.
- Use of Future tenses.
- Listening and Writing strategies to improve their performance in the GCSE.

Links to prior learning:

- Evident links stated to holiday experiences from Module 1 and free time activities from Module 4
- AVOCADOS mnemonic strategy revisited for continued support.

Links to future learning:

- Provides them with skills to facilitate their exam preparation.



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

- Will support students being more confident when facing GCSE exams across the school.
- Reflect on their own performance and make improvement in the writing skills

