



English

CURRICULUM

Year 10

Dr Jekyll and Mr Hyde



Skills and knowledge:

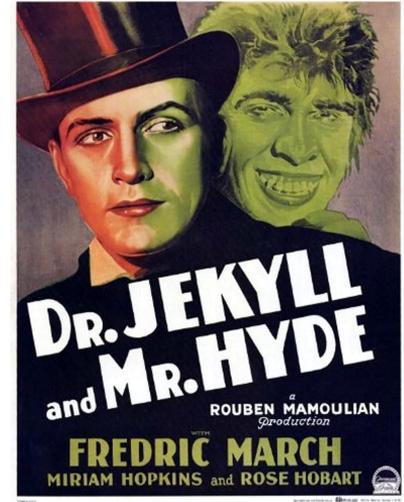
- Students should be able to: maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
- Show understanding of the relationships between texts and the contexts in which they were written
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Links to prior learning:

- Developing understanding of prose fiction from 'Beowulf' in Year 7 and 'The Woman in Black' in Year 8.
- Building on understanding of pre-1900 texts and gothic conventions from Year 8 study of the Gothic.

Links to future learning:

Develop students' confidence at tackling challenging texts to prepare them for study at Key Stage 5.



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

- Develop cultural capital through increasing understanding of Victorian London and how the city has developed and changed.
- Emphasis on reading supports literacy across curriculum



Maths

CURRICULUM

Year 10

Geometry

Skills and knowledge:



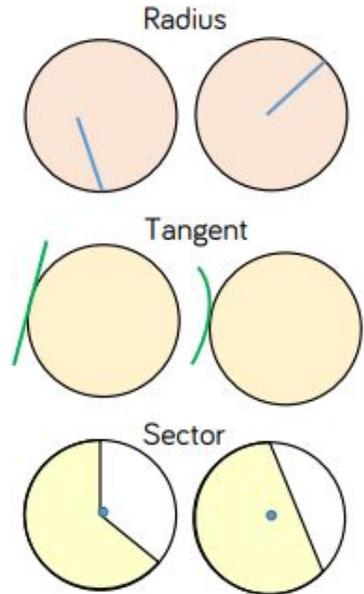
- Use cardinal directions and related angles.
- Draw and interpret scale diagrams.
- Understand and represent bearings.
- Measure and read bearings
- Make scale drawings using bearings
- Calculate bearings using angles rules
- Solve bearings problems using Pythagoras and trigonometry
- Solve bearings problems using the sine and cosine rules **(H)**
- Recognise and label parts of a circle
- Calculate fractional parts of a circle
- Calculate the length of an arc
- Calculate the area of a sector
- Circle theorem: Angles at the centre and circumference **(H)**
- Circle theorem: Angles in a semicircle **(H)**
- Circle theorem: Angles in the same segment **(H)**
- Circle theorem: Angles in a cyclic quadrilateral **(H)**
- Understand and use the volume of a cylinder, cone and sphere
- Understand and use the surface area of a cylinder, cone and sphere
- Solve area and volume problems involving similar shapes **(H)**
- Understand and represent vectors
- Draw and understand vectors multiplied by a scalar
- Draw and understand addition of vectors
- Draw and understand addition and subtraction of vectors
- Explore vector journeys in shapes **(H)**
- Explore quadrilaterals using vectors **(H)**
- Understand parallel vectors **(H)**
- Explore collinear points using vectors **(H)**
- Use vectors to construct geometric arguments and proofs **(H)**

Links to prior learning:

- Angle facts
- Trigonometry & Pythagoras
- Product of prime factors
- Fractions and formulae
- Properties of shape

Links to future learning:

- Maps and scale drawings
- Circle Theorems
- Applications of vectors



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

The study of geometry can explain the science behind architecture which can probe students interest. This would gradually lead to their confidence of these concepts developing which would allow them to reflect and hopefully aspire in many areas of maths in their futures.



Science

CURRICULUM

SCIENCE Year 10 Spring I

Skills and knowledge:

Atomic Structure - Physics

The nervous system - Biology



Skills and knowledge:

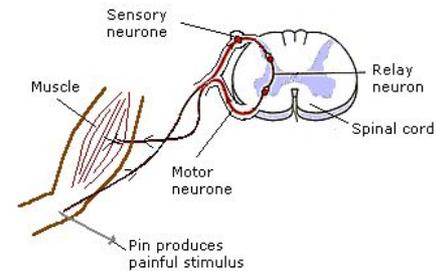
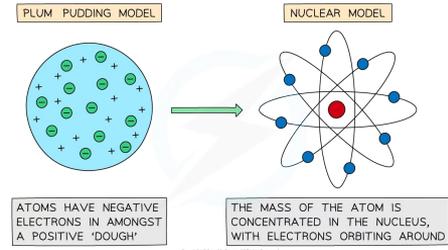
- Describe the differences between the plum pudding and nuclear model of an atom
- Describe the results and conclusions from the alpha particle scattering experiment
- Describe what isotopes are and suggest how these give rise to radioactivity
- Describe what is meant by radioactivity and half life
- Compare the different types of radiation (alpha, beta and gamma)
- Describe what is meant by background radiation
- Describe the processes of nuclear fission and nuclear fusion along with where they occur
- Explain how the structures of the nervous system are adapted to their functions.
- Recall the order of events in a simple reflex arc and explain the importance of reflex actions.
- Outline the location and functions of the cerebral cortex, medulla and cerebellum.
- Describe the structure and function of the components of the eye
- Explain how myopia and hyperopia are treated
- Describe and explain the responses that reduce and increase core body temperature.

Links to prior learning:

The topic of Atomic structure in physics is partially shared with the topic of atoms, elements, compounds and mixtures which pupils cover in Year 9 Chemistry. Students cover the basics of plant growth in Years 2, 5 and 6. The use of role of hormones in growth and development in Year 7 (reproduction). The basics of organ systems (nervous and endocrine) in Year 7.

Links to future learning:

The nervous and endocrine system are pivotal modules that pupils cover should they decide to A level Biology in the future. Topics covered including the eye and brain can also lead to very exciting careers in the future including optometry, ophthalmology, neuroscience, neurodevelopment and psychology



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

Confidence - As pupils study the human body in more detail, it builds their confidence in being able to understand themselves better along with the reasons for the changes the body goes through





Art

Year 10

A thematic project - 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



Skills and knowledge:

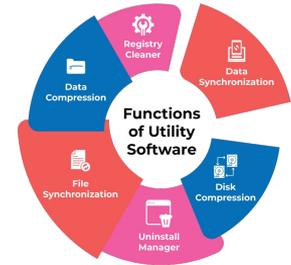
1. Students will learn about System Software which includes operating systems and utility software
2. Students will understand the purpose and functionality of an operating system.
3. Students will understand the purpose and functionality of utility software.
4. Students will understand the impact of digital technology on wider society.
5. Students will learn legislations in relation to Computer Science.

Links to prior learning:

This will be a new topic for students in year 10

Links to future learning:

This will be a basis for topics that will be taught later 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 operating systems and utility software while also know legality around computers which is important to know in today's society.





Dance

Year 10



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 need 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 three 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 during collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 10

Brecht



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 Brechtian Acting Method.
4. Using video extracts and scripts to explore characters.

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 Spring 1



Skills and knowledge

Realising potential through challenge

- Product developments
- Practical skill development
- Delivering creativity
- Quality control
- Production techniques
- Industrial production
- Google Slides presentations
- Iterative design process
- Material management
- Sketching and annotation
- Meeting consumer requirements

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 9 work scheme (mobile phone dock, design sketching)

KS3 work schemes.

Links to future learning:

GCSE AQA NEA content 2023 

Links to further academic learning and employment within the creative sector.



Product modelling

Annotated design sketches



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

Confidence: Confidence in responding to challenge and seeing skill progression. Building ongoing confidence through successful practical outcomes and positive feedback.

Aspiration: Aspiring to produce a successful products which meet consumer needs. Aspiring to successfully complete the DT GCSE course.

Reflection: Reflecting on design iterations and planning improvements. Ongoing reflection on evaluations and outcomes as part of the design process.

Respect: To oneself, classmates, staff and community. 'Respect DT'





French

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Year 10 Spring I

Le Temps des Loisirs (*Leisure Time*)

Topic: Identity and Culture: Daily Life & Cultural Life



Skills and knowledge

Students will be able to:

- Ask for and receive information regarding sports, music, and other leisurely activities.
- Use comparative terms.
- Utilize the present and imperfect tenses.
- Give and justify opinions.

Links to prior learning:

Y7: Likes and dislikes

Y8: Qu'est-ce que tu aimes faire (*What do you like to do?*) /Hobbies and activities

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

Links to future learning:

How to describe ongoing actions using present progressive during picture description in speaking task.

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

CURRICULUM

Year 10



UK Landscapes Rivers and Coasts

Skills and knowledge:

- Locate the major upland and lowland areas within the UK and location of major river systems
- Describe and explain coastal processes, landforms and management with a case study of a coastal area (Holderness)
- Study the UK's major river systems and investigate how rivers change downstream, major river landforms
- Evaluate management strategies in relation to a case study
- Students will be going on their trip to Walton on the Naze, 2 weeks after Easter and will then be writing up their findings to meet the requirements for the fieldwork exam to meet the requirements for the fieldwork exam

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)

3.1.3 Section C: Physical landscapes in the UK

3.1.3.1 UK physical landscapes

3.1.3.3 River landscapes in the UK

3.3.2 Section B: Fieldwork



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

Confident: Students build confidence for geological history of UK's physical landscape; specific knowledge and use appropriate key terminology.

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



History

CURRICULUM

Year 10

Medicine through time & Germany 1890 - 1945



Skills and knowledge:

- Conclude the study of Modern medicine, examining recent health issues such as the covid pandemic, AIDS and other social issues.
- Conclusion to the medicine through time study with revision space and assessment time provided for students.
- Introduction to the Germany 1890-1945 course, starting with the origins of Germany and the formation of the country under Otto Von Bismark.
- Learn about Kaiser Wilhelm II, his motives for expansion lying in imperialism and militarism and the difficulties he faced in ruling Germany.
- Study the impact of the First World War on Germany, including events such as the British naval blockade, starvation in Germany and the naval mutiny.
- The Kaisers abdication and learning how Germany ruled itself politically under the new Weimar government

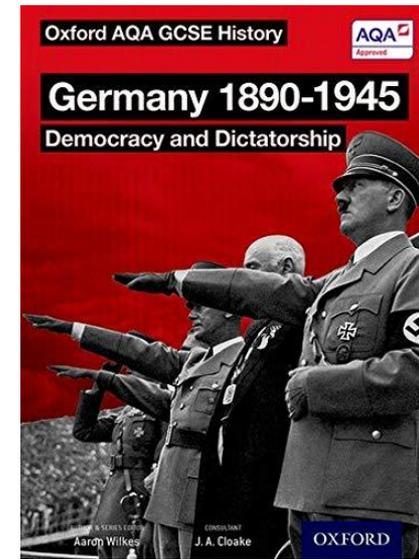
Links to prior learning:

Links to learning about the covid pandemic since 2020.

Study of the Treaty of Versailles, the rise of Hitler and other events in Germany - Y8 History.

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 the development of Germany and understanding the motives behind actions, including nationalism, imperialism and militarism.



Music

Year 10



Skills and knowledge:

- Studying Beethoven Piano Sonata No. 8 in Cm 'Pathétique' (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:

Focus on Exam Set Texts Component 1

Introduce Coursework Briefs

- The Media theoretical framework
- 1. Media Language
- 2. Representation
- 3. Audience
- 4. Industry
- Context
- Textual analysis

Links to prior learning:

Media Language, Representation, Context and Textual analysis have been introduced with a range of previous set texts.

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

Complexity Elaboration

Critical analysis - Research skills - Essay writing skills

Confidence aspiration

Cultural awareness / cultural capital - Working to deadlines

Respect and Reflection

Teamwork - Independence and problem solving





RE

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Year 10

Living the Muslim Life



Skills and knowledge:

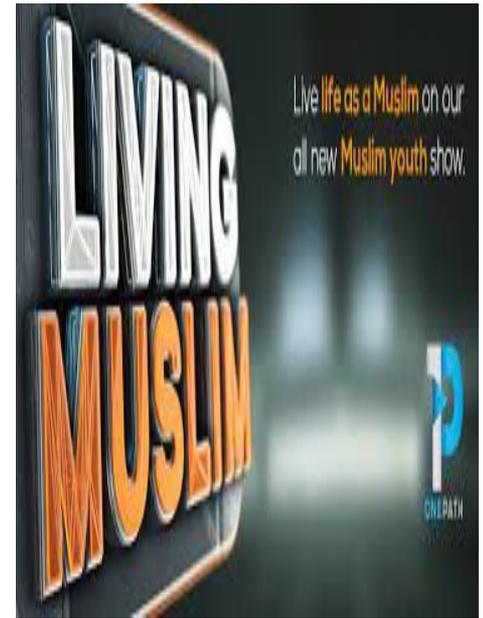
- To evaluate the the significance of the Five Pillars of Islam in the life of a Muslim
- To understand the importance of the Ten Obligatory Acts
- Understanding the Purpose of Khums and Zakah in Islam
- Comparing Muslim celebrations - Eid ul Fitr, Eid ul Adha, Eid ul Ghadeer, Ashura

Links to prior learning:

Students have been introduced to the Five Pillars of Islam at KS3

Links to future learning:

Beneficial to students who intend to study Philosophy / RE beyond KS4



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

Students will develop respect for other people's culture.





PE

CURRICULUM

Year 10 Components of fitness and principles of training

Skills and knowledge:



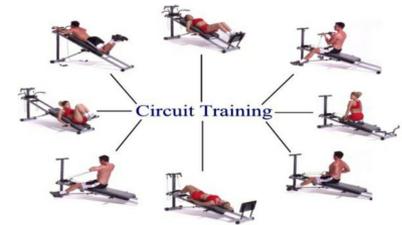
- Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility.
- Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports.
- Learners will also develop their knowledge of suitable tests for each component.
- They will be able to define each principle and be able to apply each to personal exercise/ training programmes.
- Know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes

Links to prior learning:

Students have no formal knowledge of how to apply to written context. They do however have knowledge of different groupings in sport through the media and current lived experiences.

Links to future learning:

Supports and links with the learning in year 11. Students will be able to link topic with ethics in sport, including the taking of performance enhancing drugs and committing deviance in sport.



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

- Students gain confidence in exploring the current trends of sports participation and presenting on the solutions to these issues.
- Students reflect on their current understanding of sponsorship in sport and how it applies to both elite and amateur sports and athletes.



PSHE

Personal, social, health and economic education

CURRICULUM

Year 10 : Spring I



Skills and knowledge:

- Relationships - the diversity of
- Relationship Breakdown
- LGBT
- Forced and Arranged Marriages
- Role Models and Self-Esteem



Links to prior learning:

Having explored the concepts of prejudice and anti-social behaviour during Autumn 2, students move on to understand the multiplicity of relationships between individuals and the fluid nature of 'gender' for some people.



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

The fundamental values of tolerance and respect are promoted at all times as we examine a diversity of relationship models, sexuality and gender ensuring that students are informed as well as measured in their responses to others with different outlooks on life.



Sociology

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Year 10

Family



Skills and knowledge:

- Conjugal role relationships, including the work of Oakley.
- Changing family relationships, including the work of Willmott and Young.
- Critical views of the conventional family, including the work of Zaretsky and Delphy and Leonard.
- Changes in the patterns of divorce.

Links to prior learning:

Research methods are synoptic and studied throughout the course.

Links to future learning:

Students will apply their knowledge to exam technique,



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

CURRICULUM

Year 10

Mi Ciudad (My city)

Topic: Local area



Skills and knowledge:

- During this term students will acquire the ability to say where they live.
- They will be able to describe the pros and cons of their city.
- Using future to describe what they will do in their city tomorrow.
- Describing what the weather will be like tomorrow.



Links to prior learning:

Students have been exposed to verb conjugation, this has been acquired intrinsically though, now we will make conjugation an explicit skill.

Links to future learning:

Use of future as one of the skills required in the GCSE Higher paper. Links with environment in Module 8.



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

- Students are asked to reflect on their city. What facilities are available and what they would change
- They are being modelled how to make objective judgements about teachers. describe the pros and cons of their city or town
- Discussions about contrast between Spanish vs. English cities and use of the future tense.