



# English

**CURRICULUM**

## Year 10

### *Dr Jekyll and Mr Hyde*



#### Skills and knowledge:

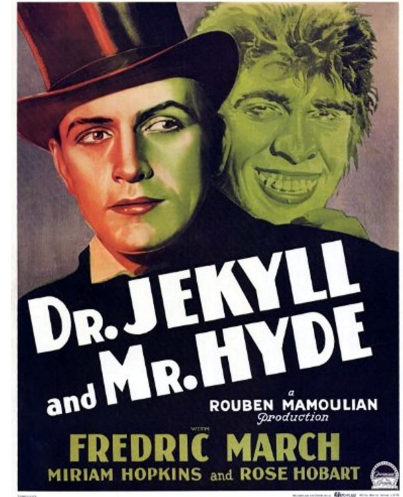
- Students should be able to: maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject 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

### Ratio, percentages and probability

#### Skills and knowledge:

Compare quantities using a ratio

Share in a ratio (given total or one part)

Use ratios and fractions to make comparisons

Solve problems with currency conversion

Link ratios and scales

Combine a set of ratios

Calculate simple and compound interest Repeated percentage change Find the original value after a percentage change Solve problems involving growth and decay

Use the property that probabilities sum to 1

Using experimental data to estimate probabilities

Find probabilities from tables, Venn diagrams and frequency trees

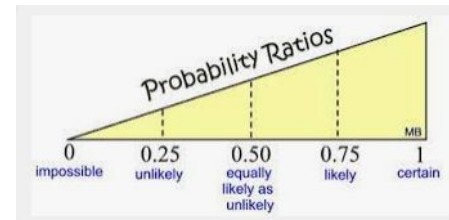
Construct and interpret sample spaces for more than one event

Calculate probability with independent events

Use tree diagrams for independent events

**Construct and interpret conditional probabilities (Tree diagrams) (H)**

**Construct and interpret conditional probabilities (Venn diagrams and two-way tables) (H)**



#### Links to prior learning:

- BIDMAS
- Calculations with fractions, decimals and percentages
- Use of venn diagrams and displaying data in a table

#### Links to future learning:

- Linking ratio to other parts of maths
- Calculating experimental probability.

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

Students develop their abstract learning, as it forms the very basis of algebraic manipulation itself. Building their confidence of these concepts allows them to aspire in many areas of Maths.





# Science

**CURRICULUM**

## SCIENCE Year 10 Spring 2

### Skills and knowledge:

Hormones - Biology

Energy changes - Chemistry

### Skills and knowledge:

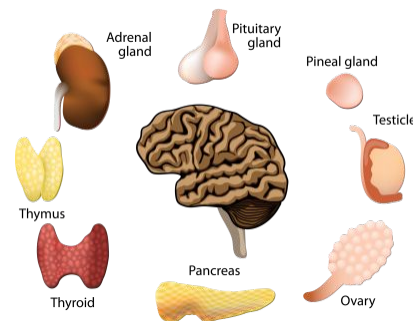
- Describe the function of hormones in the body including insulin, glucagon, ADH, FSH, LH, progesterone, oestrogen and testosterone
- Outline the key stages in the menstrual cycle and describe how these are controlled with hormones
- Explain how hormonal and non-hormonal methods of contraception work.
- Explain the steps involved in in vitro fertilisation
- Evaluate the use of in vitro fertilisation
- Describe and explain the roles of plant hormones
- Explain the role of ethene gas in growing when growing plants commercially.
- Draw reaction profiles representing endothermic and exothermic reactions.
- Describe how catalysts work
- Calculate energy transfer using bond energies and categorise the reactions as being endothermic or exothermic
- Use data from cells to predict reactivity.
- Write half equations for the reactions happening at the electrodes in a hydrogen fuel cell.
- Evaluate the advantages and disadvantages of using fuel cells as opposed to rechargeable cells and batteries.



### Links to prior learning:

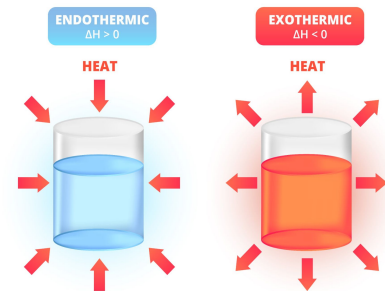
Pupils initially cover hormones in Year 7 when learning about reproduction the development of the human body.

Pupils also cover the basics of exothermic and endothermic reactions along with using a thermometer to determine the extent of heat transfer.



### Links to future learning:

Studying the action of hormones is essential in understanding how the human body works and communicates with itself. This is an ever evolving topic and is essential if someone wishes to pursue a career in the medical field. The development of more efficient fuel cells is also an essential topic for future sustainability with many career prospects available.



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

**Confidence** - The human body continually goes through many changes. Understanding how this works will allow pupils to become comfortable with these changes





# 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

**CURRICULUM**

## Year 10

Algorithms and Flow charts in a programming concept.

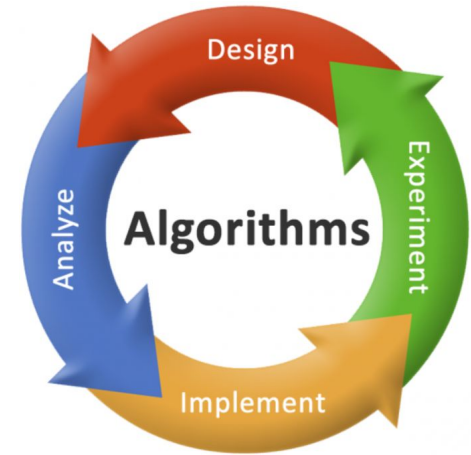


Skills and knowledge:

1. Understand how to break down computational problems into smaller subproblems and tackling each one.
2. Understanding the mathematical concepts behind computer and understanding the lowest levels of calculations.
3. Analysing different system requirements and functionalities to have an effective system.
4. Using a variety of skills and understanding to be able to complete mini projects from various aspects of the specification for Computer Science.
- 5.

**Links to prior learning:**  
Students have been learning the theory concept towards programming on how to plan and write pseudocode to write programs

**Links to future learning:**  
Student will be able to plan their programs before they write them.  
Students write programs in **Python Programming Language.**



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

**Arts Mark - Design and Creation**  
**Analysing concepts**  
**High expectations**  
**Independent Learning**  
**Build confidence**





# Dance

## Year 10 Spring 2

### Performance in a group & 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 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 four 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

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.

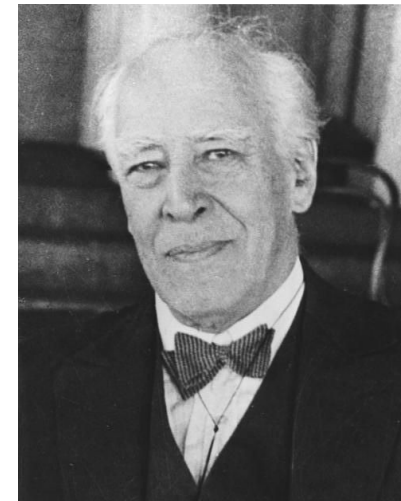
~ Constantin Stanislavski

## 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 Spring 2



DESIGN AND TECHNOLOGY  
2022



# Skills and knowledge

Realising potential through challenge

- GCSE AQA NEA content
- New and emerging technology
- Industry and enterprise
- Sustainability - environment
- People culture and society
- Informing design decisions
- Production techniques - processes
- Energy generation
- Energy storage
- Life cycle analysis

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:

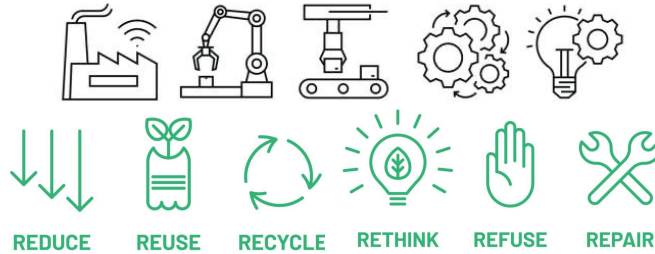
GCSE AQA course  
KS3 work scheme



- recall information
- draw together information from different areas of the specification
- apply their knowledge and understanding in practical and theoretical contexts.

## Links to future learning:

GCSE AQA revision content 2023



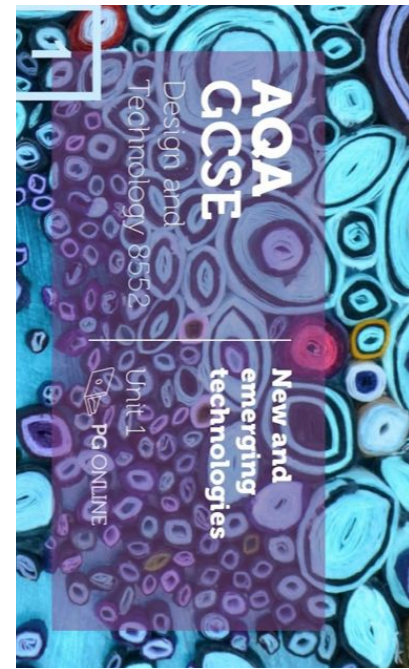
## Links to whole school vision and ethos: 'Every Child a Scholar'

**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**

## FRENCH Year 10 Spring II



Le Grand Large (*The wide world*)

Topic: Local area, holiday, travel

### Skills and knowledge:

Students will be able to:

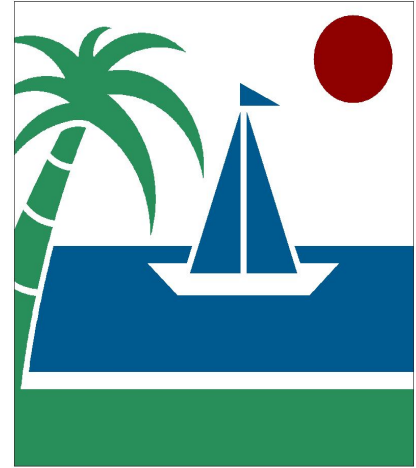
- Talk about holidays in the past, present and future tenses
- Use the conditional to talk about an ideal holiday
- Use the reflexive verbs to role play scenarios, such as booking a hotel
- Order in a restaurant
- Talk about holiday disasters
- Give and justify opinions about holidays

### Links to prior learning:

- Y7: 3,2, I Partez! (talking about holiday plans)
- Y8: J'adore Paris (talking about past holidays)
- Y9: Special Vacances (talking about holidays)
- Y10: De la ville à la campagne (talking about local area)

### Links to future learning:

Provides them with skills to facilitate their exam preparation.



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

- Giving students a wider understanding of the francophone world
- Discuss cultural relevance through holidays
- Relating language to real world scenarios





# Geography

**CURRICULUM**

# Year 10 Spring 2

## UK Landscapes Rivers and Coasts Cont'd

### 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.



#### 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

#### 3.1.3 Section C: Physical landscapes in the UK

##### 3.1.3.1 UK physical landscapes

##### 3.1.3.3 River landscapes in the UK;

##### 3.2 Section B: Fieldwork



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

**Confident:** Build confidence to produce a balanced and wide ranging argument on how the management of physical and human environments varies depending on the values and attitudes involved in making the decisions,

**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 Spring 2

### Democracy and Dictatorship: Germany 1890-1945

#### Weimar Germany

#### Skills and knowledge:



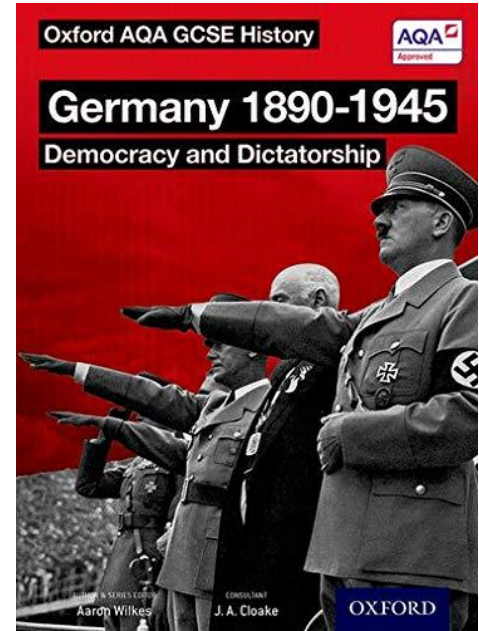
- Learn about the weaknesses and limitations of the German Weimar government, focusing on Article 48, proportional representation and early political unrest.
- Invasion of the Ruhr and hyperinflation.
- Study the impact of Gustav Stresemann, including his efforts to solve the issue of hyperinflation and repair Germany's economic status.
- Learn about Hitler's life in WWI and his early speeches in Munich.
- What was the Munich Putsch and how did this help Hitler's popularity?
- What was the Great Depression and how did the Nazis use this to their advantage?
- Practice exam questions throughout and respond to feedback.

#### Links to prior learning:

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

#### Links to future learning:

The study of Germany will help to understand chronological the study of America's Wars in Asia, 1945-1975.



#### 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

## 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 Spring 2

### Skills and knowledge:

The Media theoretical framework

1. Media Language
2. Representation
3. Audience
4. Industry

- Context
- Practical Skills

Component 3 NEA

- Project Planning
- Textual analysis
- Statement of Aims



### 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

**CURRICULUM**

## Year 10

### Peace and Conflict - Islam

#### Skills and knowledge:

- To understand why Muslims are pacifists and how they promote the peacemaking process
- To be able to debate the Just War theory from an Islamic perspective
- To be able to debate the concept of Holy War
- To identify weapons of mass destruction and be able to debate the advantages and disadvantages
- To be able to evaluate issues surrounding conflict in society



#### Links to prior learning:

Students have studied moral evil in year 8 and their impact on society

#### Links to future learning:

This will support students' critical thinking skill, should they intend to study any humanities subject post KS4



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

- Students should be able to develop resilience to be able to deal with challenging issues





PE

**CURRICULUM**

## Year 10 Engagement patterns in sport in the UK and Commercialisation in sport.

### Skills and knowledge:

- Be familiar with current trends in participation in physical activity and sport in the UK of different social groups and in different sports
- Understand how different factors can affect participation, including: age, ethnicity, disability and gender.
- Understanding strategies which can be used to improve participation via promotion, provision and access.
- Understand the influence of the media on the commercialisation of physical activity and sport.
- Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle)
- Understand the influence of sponsorship on sport.



### 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 athletes.





# PSHE

Personal, social, health and economic education

**CURRICULUM**







# Sociology

**CURRICULUM**

## Year 10 Spring 2

### The Sociology of Education



#### Skills and knowledge:

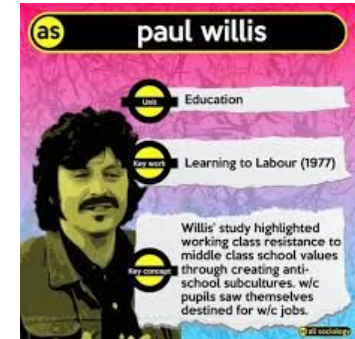
- What are the functions of education?
- What types of schools exist in modern Britain?
- How has government policy impacted upon the education system?
- How do social factors (social class, ethnicity, gender) affect educational attainment?
- Do out of school or in-school factors have a bigger effect on students attainment?
- How do sociologists use methods to research in an educational context?

#### Links to prior learning:

- Using knowledge of research methods to apply them to the educational context.

#### Links to future learning:

- Using knowledge of differential attainment of social groups to feed in to the social stratification synoptic topic in year 11.



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

- Students will understand the concept of 'cultural capital'
- Students will understand how their own contextual experiences can impact their attainment.





# Spanish

## SPANISH Year 10 Spring 2

Mi vida en el insti (My School)  
Topic: School.



### Skills and knowledge:

- During this term students will acquire the ability to express their opinions about the school environment
- Using imperfect tense to make descriptions in the past
- Learning the different endings of imperfect tense conjugation and how it contrasts with preterit.



### 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 imperfect links with description of work experience in future Module 8.



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

- Students are asked to reflect on their school experience and make plans on their academic future.
- They are being modelled how to make objective judgements about teachers.
- Discussions about contrast between Spanish vs. English school systems.