



English

CURRICULUM

Year 10 Summer I

Introduction to English Language Paper 1

Skills and knowledge:

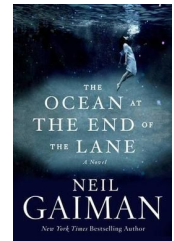
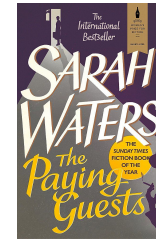
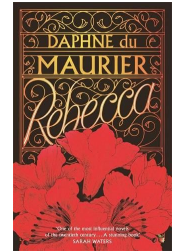
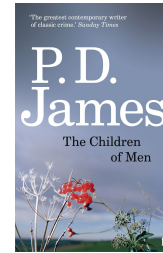
1. The ability to identify and interpret explicit and implicit information and ideas
2. Explain, comment on and analyse how writers use language and structure to achieve effects
3. Comparing writers' ideas and perspectives
4. Evaluating texts critically and being able to support this with appropriate textual references
5. Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Links to prior learning:

- Building on ability to read and analyse unseen prose fiction from Y7 (21st Century fiction) and Y8 (Gothic fiction)

Links to future learning:

- Understanding and analysing language, structure and form supports English Language Paper 2, as well as all literature texts



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

- Students will be exposed to a range of different prose fiction texts through the extracts they read
- Links to AMSI Cornerstone - Confidence- this unit develops student confidence in approaching and analysing unseen texts



Maths

CURRICULUM

Year 10 Summer 1

Collecting, Representing, Interpreting Data and Non-Calculator Methods

Skills and knowledge:



- Understand populations and samples
- Construct a stratified sample (H)
- Primary and secondary data
- Construct and interpret frequency tables and frequency polygons and two way tables
- Construct and interpret line, bar, and pie charts
- Criticise charts and graphs
- Construct and interpret histograms (H)
- Find and interpret averages from a list and a table
- Construct and interpret time series graphs
- Construct and interpret stem-and-leaf diagrams
- Construct, interpret, use cumulative frequency diagrams (H)
- Construct and interpret box plots (H)
- Compare distributions using charts and measures
- Compare distributions using complex charts and measures(H)
- Construct and interpret scatter graphs/use a line of best fit
- Understand extrapolation
- Mental/written methods of integer/decimal
- The four rules of fraction arithmetic
- Exact answers
- Rational and irrational numbers (H)
- Understand and use surds (H)
- Rounding to decimal places and significant figures/Estimation
- Understand and use limits of accuracy
- Upper and lower bounds (H)
- Use number sense Solve financial maths problems
- Break down and solve multi-step problems

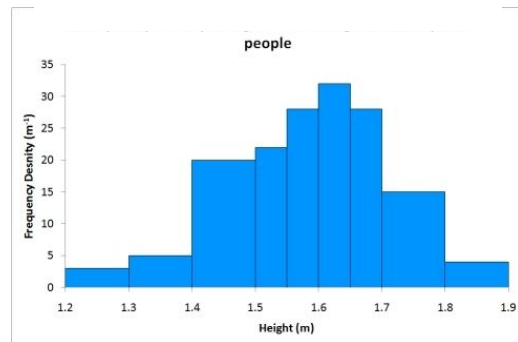
Links to prior learning

- Construct and interpret tables, charts and diagrams including frequency tables
- Construct and interpret Bar charts, pictograms
- Find and use of mean, mode, median and spread(range, consideration of outliers)
- Interpret and construct tables and line graphs
- Calculations with all four operations, integers, decimals and fractions
- Solve multi steps problems
- Rounding to decimal places and to a given number of significant figures

Links to future learning:

- Further statistical analysis
- Quadratic and cubic graphs
- Transformations
- Simultaneous equations
- Velocity-time graphs

Stratified sampling



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

Collecting, representing, interpreting data will help students build confidence in using their mathematical skills in a range of contexts. Students will learn how to make decisions, these are key skills to being a successful worker and an informed citizen.





Science

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SCIENCE Year 10 Summer I

Skills and knowledge:

Forces - Physics



Skills and knowledge:

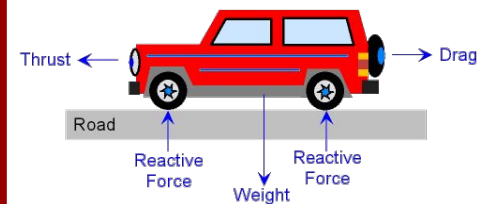
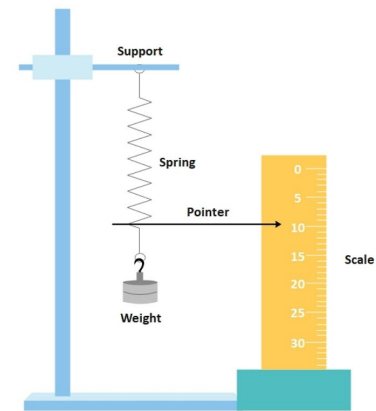
- Describe what is meant by contact and noncontact forces
- Categorise quantities as being scalar or vector.
- Describe the differences between mass and weight
- Use vector diagrams to illustrate the resolution of forces,
- Use Hooke's law to investigate the relationship between force and extension for a spring.
- Describe and explain why objects float and sink
- Calculate the size of a force, or its distance from a pivot, acting on an object that is balanced.
- Explain how levers and gears transmit forces.
- Describe and use calculations to show how pressure is affected by force, area, height, density and gravity.
- Describe motion along a straight line using distance/velocity time graphs.
- Use Newton's laws to describe motion.
- Describe the factors that affect stopping distance.
- Use calculations to prove the law of conservation of momentum.

Links to prior learning:

Pupils initially cover forces and motion in year 7 where the topics of elasticity, Hooke's law, mass, weight, gravity are covered. Pupils then cover distance/velocity time graphs in year 8.

Links to future learning:

This topic is essential to cover should any pupil wish to pursue a career in any field of engineering but specifically in mechanical, civil, aeronautical and aerospace engineering. Everything covered at a GCSE level is then expanded upon at physics A-level or in BTEC applied sciences. Conservation of momentum and stopping distance is also essential in developing car safety; another ever developing field of science.



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

Confidence - The topic of forces involves pupils learning about and how to use 16 different equations to calculate unknown values. This is a transferable skill in terms of number manipulation and real-time problem solving.



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 Summer I

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. Explain the difference between a IDE and Compiler.
6. Solve computational Flowcharts, Pseudocode and Programming techniques.

Links to prior learning:

Students have been learning the theory concept towards programming on how to plan and write Pseudocode to write programs

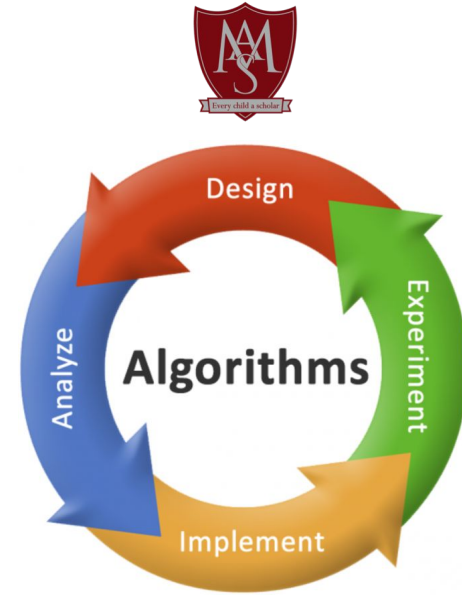
Links to future learning:

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 Summer 1

Choreography and 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 choreographic skills.
3. Introduction to a GCSE choreography component. Development of prior learning through revising skills from Year 9 choreography. Development of the choreographic aspect of the GCSE specification.
4. Choreography: how to create movement using action, space, dynamics and relationships.
5. Studying the different types of GCSE Dance motif developments and how to develop movements to enhance choreography.
6. Choreographing movement using musicality, rhythm, direct correlation of the music.
7. How to evaluate and critically appreciate choreography.
8. Introduction of the GCSE Dance Anthology. Students will learn about five 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 & section C of the written component.

Links to prior learning:

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

Links to future learning:

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



Links to whole school vision 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 Summer I

Blood Brothers and Mask

Skills and knowledge:

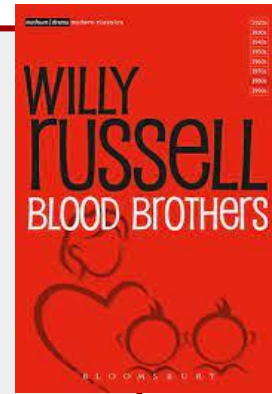
- **Memory**
- **Cultural Capital**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**
- **Script reading**

Links to prior learning:

- Physical Skills
- Stage Presence

Links to future learning:

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



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

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



Design & Technology

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Year 10 Summer 1



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

Realising potential through challenge

- GCSE AQA exam content
- Energy, materials, systems, devices
- Smart materials
- Composite materials
- Modern materials
- Systems approach to design
- Commercial printing
- Offset lithography
- Printers marks
- Design literacy
- Paper and board - Sources and origins
Commercial processes
Production techniques

Links to prior learning:

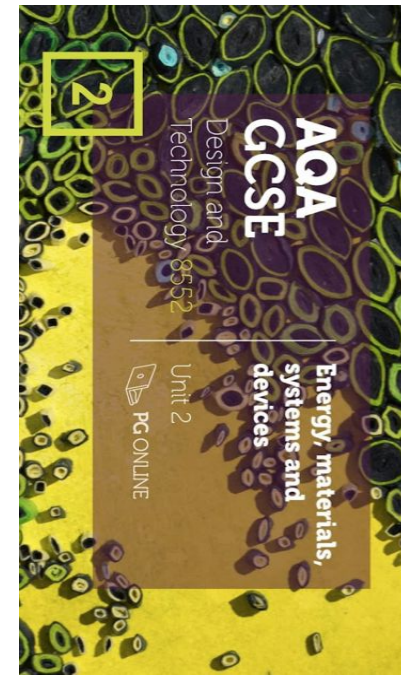
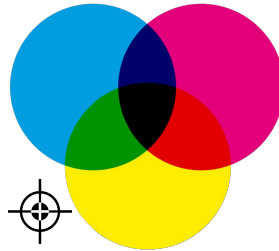
GCSE AQA course
KS3 work scheme



- 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

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FRENCH Year 10

Jours Ordinaires, Jours de fêtes (*ordinary days, celebratory days*)

Topic: Identity and culture: Daily Life & Cultural Life



Skills and knowledge

Students will be able to:

- Describe their daily life in regards to food and shopping
- Ask and receive responses to questions
- Use the modal verbs pouvoir (to be able to) and devoir (to have to)
- Describe family celebrations
- Describe festivals and traditions
- Give and justify opinions about their daily lives, celebrations and festivals

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
Y10: Le Temps des Loisirs (*Leisure time*)

Links to future learning:

Being able to give and justify opinions in regards to themselves and others



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

- **Giving students a wider understanding of festivals, celebrations and traditions.**
- **Discuss cultural relevance through food and drink.**





Geography

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Year 10 Summer 1

The challenge of resource management

Skills and knowledge

- explain the distribution of key resources around the world.
- evaluate the opportunities and challenges created by the changing demand and provision of food in the UK
- evaluate the opportunities and challenges created by the changing demand and provision of water in the UK
- evaluate the opportunities and challenges created by the changing demand and provision of energy in the UK



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; 3.2.3 Section C: The challenge of resource management; 3.2.3.1 Resource management; 3.2.3.2 Food; 3.2.3.3 Water; 3.2.3.4

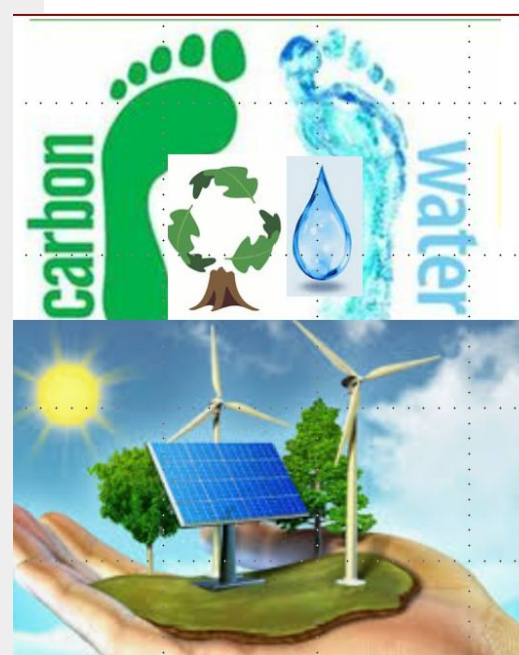
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Links to whole school vision and ethos: 'Every Child a Scholar'

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: Students reflect on their previous learning and develop their understanding of more complex content building on what they already learnt..

Respect: explore development an inequality to help foster empathy and a sense of global citizenship.





History

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Year 10 - Summer I

Germany 1890 - 1945

The Rise of the Nazis



Skills and knowledge:

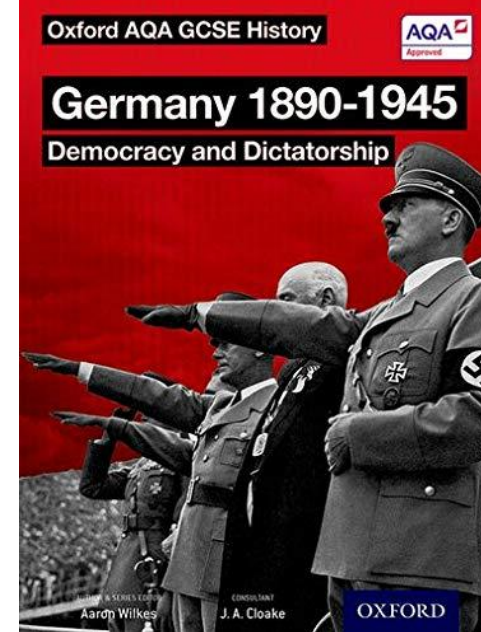
- Study the rise of the Nazi party and Hitler between 1929 and 1934.
- How did events such as the enabling act and the Reichstag fire in 1933 help Hitler establish a dictatorship?
- Assess the impact of events such as the death of President Hindenburg, the Night of the Long Knives and Hitler's succession to role as the fuhrer.
- Define key terminology: Propaganda, SA and SS.
- Understand the experiences of Germans under the Nazis.
- Learn and use key terms such as: Lebensraum, Autarky and einsatzgruppen.
- Learn the role of Hitler and key Nazis such as Joseph Goebbels and Heinrich Himmler. Including propaganda, the roles of the SS, Gestapo, concentration camps, death camps and foreign policy.

Links to prior learning:

The rise of the Nazis. The Treaty of Versailles, establishment of Hitler's dictatorship and the enabling act. - Y8 History

Links to future learning:

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



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

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

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





Music

CURRICULUM

Year 10 SUMMER I

Skills and knowledge:

- Studying Star Wars (Music for Stage and Screen).
- 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)

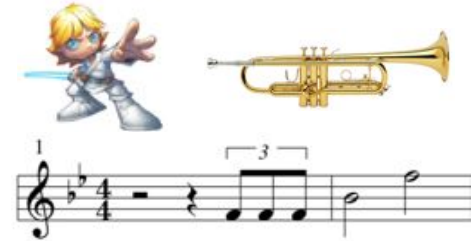
Links to prior learning:

- Students have previously studied Bach's 'Brandenburg Concerto No5' (instrumental music)
- 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.

Picture here that relates to the curriculum



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 performing, 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 Summer 1

Skills and knowledge:

Focus on Component 3 Coursework

Introduce Coursework Briefs

- Project planning
- Responding to a brief
- Composing photography
- Editing
- Lighting skills
- Moving camera work
- Research skills
- Depending on brief chosen detailed knowledge of chosen industry
- Audience appeals
- High production skills



Links to prior learning:

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

Links to future learning:

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



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

Development of creative skills

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 Summer 1

Christian Beliefs

Skills and knowledge:

- Understanding the importance of the Trinity
- Evaluating the idea of the Trinity being 'One'
- Understanding the significance of using sources of wisdom to justify the Trinity being 'One God'
- Comparing the idea of Trinity and Tawhid
- The importance of the last week of Jesus' life to Christians

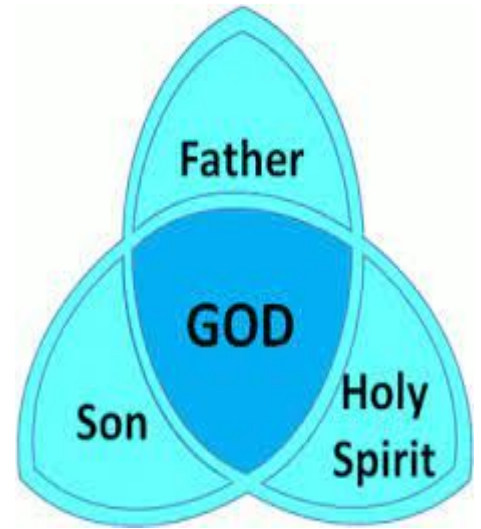
Links to prior learning:

The study of 'What does it mean to be a Christian?' in Year 8

The study of 'Muslim Beliefs' in Autumn 1

Links to future learning:

Understanding Christian teachings on Gender Inequality in Year 11



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

Students to build confidence in their beliefs and also be able to show respect for other people's opinion. Also to show better understanding of community cohesion, linked to British Values.



PE

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Year 10 Summer 1 - Ethics, drugs and violence in sport. Sport Psychology.

Skills and knowledge:

- Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance.
- The effects of drugs in sport and the reasons why sports performers use drugs in physical activities and sports.
- Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.
- Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.

Links to prior learning:

Students have no formal knowledge of how to apply to written context. They do have a background in guidance and feedback as this is given to students throughout KS3.

Links to future learning:

Supports and links with the learning in year 11. Students will be able to link topic with physical preparation for exercise and how an athlete's actions can result in loss of sponsorship and the effects this has.



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

- Students gain confidence in exploring the mental aspect of exercise and competition and how this can affect performances if athletes.
- Students reflect on their current understanding of deviance in sport and how this encompasses violence and taking PEDs.



PSHE

Personal, social, health and economic education

CURRICULUM

Year 10 : Summer I

Global Issues



Skills and knowledge:

- Globalisation
- Plastic
- Animal Rights

Links to prior learning:

These topics build further on the work done in Year 9 on Sustainability and Personal Development & Respect, both for fellow human beings of all cultural backgrounds as well as the environment more broadly.



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

Students through studying these topics will **Reflect** on their own place within the wider world and develop further **Respect** for their environment. An appreciation of the increased inter-connection of countries through globalisation will lead to students taking responsibility for their own behaviours and actions at a local level and how these impact the planet.





Sociology

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Year 10 Summer I

The Sociology of Education

Skills and knowledge:

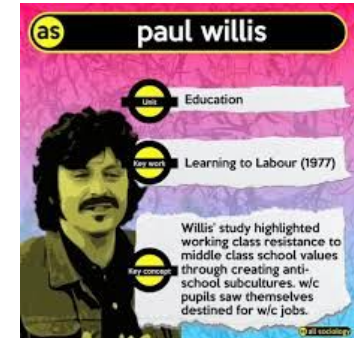
- What are the functions of education?
- What types of schools exist in modern Britain?
- How has government policy impacted upon the education system?
- How do social factors (social class, ethnicity, gender) affect educational attainment?
- Do out of school or in-school factors have a bigger effect 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: '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

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SPANISH Year 10



Mi Gente (My people)

Topic: Identity and culture: Who I am?;

Daily life

Skills and knowledge:

- Students will acquire the ability to make physical and character descriptions of their social network while describing relationships.
- They will learn how to give opinion on their reading preferences and give extended reasons
- Working with cognates
- They will use adjective to describe other people and be able to express their relationship with their family.
- Justifying opinions

Links to prior learning:

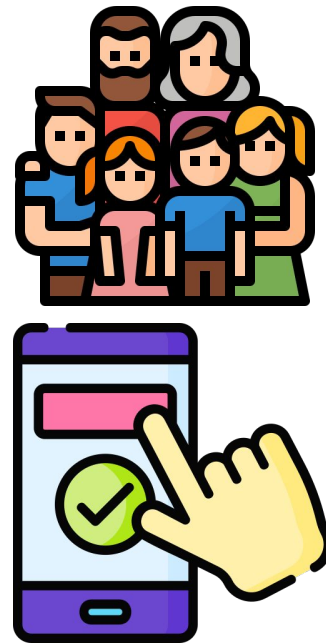
Building up on physical descriptions by adding a character level of description.

Extended use of verb conjugation in present tense and introducing present progressive.

Talking about advantages and disadvantages of social Media.

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'

- Develops the ability to make inferences and establish recognition.
- Students will learn to structure their writing using sequencers, which will have an impact in their English.

