

Year 10 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Department						
English Literature	AQA English Literature Paper 1 (Nineteenth century novel)A Christmas Carol		AQA English Literature Paper 2 (Anthology poetry) Power and Conflict and unseen poetry.		AQA English Literature Paper 2 An Inspector Calls	AQA English Literature Paper 1(Shakespeare) Macbeth
English Language	*AQA English Language Paper 1		(AQA English Language Paper 2) Writers' Viewpoints and Perspectives		*AQA English Language Paper 1L and preparation for Speaking and Listening	
Maths	Angles, Polygons & Parallel Lines Pythagoras' Theorem & Trigonometry Perimeter, Area & Circles 3D Forms & Volume: Cylinders, Cones & Spheres	Index Laws Order of Operations Algebraic Expressions Inequalities Sequences Quadratics Simultaneous Equations	Fractions Manipulation Number Decompositions (Factors, multiples, primes) Standard Form Percentage Manipulation Ratio Proportional Reasoning	Probability & Venn Diagrams Averages & Range Represent & Interpret Data: Scatter Graphs, Cumulative Frequency, Box Plots & Histograms	Constructions, Loci & Bearings. Similarity & Congruence in 2D and 3D shapes. Multiplicative Reasoning and proportional understanding	Graphs: Real Life & Line Segments Linear Graphs $y = mx + c$ Quadratic, Cubic & other graphs Circle Theorems & Circle Geometry Vectors only
Science	6.1 Energy (Physics) 5.1 Structure of the Atom (Chemistry) 4.2 Organisation (Biology)	4.2 Organisation (Biology) 5.2 Structure and bonding (Chemistry) 6.2a Electricity (Physics)	6.2b Electricity (Physics) 6.2c Electricity (Physics) 4.3 Infection and Response (Biology) 5.3 Quantitative chemistry (Chemistry)	6.3 Particle Model (Physics) 5.4 Chemical Changes (Chemistry) 4.4a Bioenergetics (Biology)	4.4b Bioenergetics (Biology) 6.4 Atomic structure (Physics) 5.5 Energy changes (Chemistry)	6.6 Waves (Physics) 4.1 Cells - Required practical retrieval 5.1 Atomic structure - Required practical retrieval
History	Paper 1: Crime and punishment in Britain.					
	c1000–c1500: Crime and punishment in Medieval England c1500-1700: Crime and punishment in Early Modern England	c1700–c1900: Crime and punishment in Eighteenth and Nineteenth Century Britain	C1900-Present: Crime and punishment in modern Britain.	Early Elizabeth England Elizabethan society and government.	Early Elizabethan England 1558-88	Paper 2 Early Elizabethan England
Geography	Paper 1: The challenge of natural hazards		Paper 1: The living world		Paper 1: Physical landscapes in the UK	
	Tectonic hazards Weather Hazards	Climate change	Ecosystems Tropical Rainforests	Hot deserts Cold environments	Coastal landscapes in the UK	River landscapes in the UK
Spanish	¿Desconéctate! What I do during the holidays and describing a past holiday.	Mi Vida en el Insti. My School Life.	Mi Gente. My Social Time.	Intereses e Influencias. My Interests and Influences.	Ciudades. Describing where I live and other towns/cities.	De Costumbre. A bit of culture!
Fine Art	Out of Place Portraits – Surrealist portraiture Students will be retaught portraiture – proportions and placements of facial features. They will be introduced to surrealist art and the cultural impacts. They critically investigate artists and art movements relating to the theme.		Out of place Portraits – Surrealist portraiture Students will conduct investigations through research and contextual studies. They will deepen their understanding of presentation through this process. They will begin to interpret the work of artists to inspire their own ideas. They will begin to experiment with dry and wet media. Throughout the project they will be taught creative presentation techniques.		Organic forms - Capsule Project Students will explore the world of natural forms through research and observational studies. They will explore the work of related artists and designers before developing their explicit experimentation using various media, materials and	Self-Directed Project Designed to mirror the externally set exam students will be given a choice of themes. They must produce a body of work in response to their chosen theme, using the knowledge, understanding and skill developed throughout the year thus far.
Photography	Formal Elements of photography Students will be taught compositional values and the formal elements through the lens of a camera. They will also complete workshops on presentation of research and photographic outcomes		Human Condition With a focus on portraiture and human form, students will conduct investigations through research and contextual studies. They will deepen their understanding of presentation through this process. They will begin to interpret the work of artists to inspire their own ideas. They will begin to experiment with dry and wet media. Throughout the project they will be taught creative presentation techniques.		Human Condition Students will continue to develop ideas through exploration and experimentation of both physical and digital experimentation. They will build from this as they begin to refine their ideas further, working toward the creation of their final outcome where student intentions are realised.	Self-Directed Project Designed to mirror the externally set exam students will be given a choice of themes. Students must produce a body of work in response to their chosen theme, using the knowledge, understanding and skill, developed throughout the year.
Food Technology	Why do we cook food?	Factors Affecting Food Choice The Science of Food	Cooking and Food Preparation	Where Food Comes From?	The Science of Food	NEA1 & NEA2 Preparation - Coursework.
Childcare	Unit 1 – Introduction to working with children aged 0-5 years	Unit 1 – Introduction to working with children aged 0-5 years	Unit 1 – Introduction to working with children aged 0-5 years	Unit 2 – Development and well-being 0-5 years	Unit 2 – Development and well-being 0-5 years	Unit 2 – Development and well-being 0-5 years
Dance	Component 1:		Component 1 & 2:		Component 2:	
	Component 1: Exploring the Performing Arts Intro	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Component 2: Developing skills techniques in the Performing Arts	Component 2: Developing skills techniques in the Performing Arts	Component 2: Developing skills techniques in the Performing Arts
Sports Studies	R185– Performance and Leadership	R185– Performance and Leadership	R185– Performance and Leadership	R185– Performance and Leadership	R187 – Increasing awareness of Outdoor and Adventurous Activities	R187 – Increasing awareness of Outdoor and Adventurous Activities
Health and Social Care	Unit 3 – Human Growth and Development through the life stages	Unit 3 – Human Growth and Development through the life stages	Unit 3 – Human Growth and Development through the life stages	Health and Social Care Sector	Health and Social Care Sector	Health and Social Care Sector
Psychology	The Brain and Neuropsychology	Social influence	Social Influence	Memory	Development	Development
Religious Studies	Component 1 – Religious, Philosophical and Ethical Studies in the Modern World Theme 1: Issues of Relationships	Component 1 – Religious, Philosophical and Ethical Studies in the Modern World Theme 2: Issues of Life and Death	Component 1 – Religious, Philosophical and Ethical Studies in the Modern World Theme 3: Issues of Good and Evil	Religious, Philosophical and Ethical Studies in the Modern World Theme 3: Issues of Human Rights	Component 2: Study of Christian Beliefs	Component 2: Study of Christian Beliefs
PSHCE (Life Skills)	Independent Health Choices How can we combat addiction? How does society influence our appearance?	Changing Relationships Is commitment important in relationships? What is gaslighting?	Independent Life Choices How do laws protect our freedom? How can fake news affect society?	Independent Sexual Health Choices Why is sexual health still taboo? What is fertility?	Role Models How can our behaviour influence others? <u>Finance</u> How can you successfully manage your money?	Building for the Future What opportunities are there for work? What are application skills?