

Year 10 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English language 3 lessons per week	Curriculum Content	English Language paper 2, section A (literary 19th century/contemporary non-fiction): Focus on exploring writer's style and effects: language, structure and comparisons of viewpoints. Synthesis. English Language Paper 2, section B (writing to present a point of view): Writing to present a point of view (argue/persuade/explain): techniques, sentences structures, vocabulary and punctuation, effective planning. Crafting a response.		English Language Paper 1, section A (literary fiction): Focus on exploring writers' style and effects - language, structure and critical evaluation. English Language Paper 1, section B (describe / narrate): Writing to describe techniques, sentences structures, vocabulary and punctuation, effective planning. Crafting a response.		English Language Revision of Paper 1 and Paper 2: Focus on exploring writer's style and effects.	
	Assessment	Paper Two Language Reading and Writing (WTM)		Paper One Language Reading and Writing (WTM)		Paper 1, section B Creative Writing and Paper 2, section B Transactional Writing	
English literature 3 lessons per week	Curriculum Content	Literature paper 1, section B A Christmas Carol: Plot, structure, characters, themes and context. Links to Literary non-fiction included in scheme through extracts.		Romeo and Juliet: Paper 1 section A.		Paper 2 Literature Sections B and C: Cluster and Unseen Poetry	
	Assessment	Literature Paper 1: A Christmas Carol Exam Question and recall of Modern Text studied in Year 9.		Literature Paper 1: Romeo and Juliet Literature Paper 2: An Inspector Calls/Blood Brothers.		Paper 2: Sections A, B and C.	
Maths 5 lessons per week	Curriculum Content	Averages Proportion and Similarity Equations and Inequalities	Plans and Elevations Angles and Vectors Graphs and Functions Constructions and Loci	Substitution, Transformations Pythagoras and Trigonometry	Students will follow a bespoke SOW for that class that will include Number and Proportion, Algebra , Statistics , Probability, Shape and Measures		
	Assessment	Unit assessments	Edexcel Past Paper x 1 Non calculator 1MA1 Series	Unit assessments	Unit assessments	Unit assessments including retention topics following bespoke SOW	Edexcel Past Paper x 2 Calculator 1MA1 Series
Science 6 lessons per week	Curriculum Content	Biology - Genetics (continued) - Natural selection and genetic modification Chemistry - Key concepts in chemistry (continued) [calculations involving masses] - States of matter Physics - Motion and forces (continued) - Waves - Light and the electromagnetic spectrum	Biology - Natural selection and genetic modification (continued) - Health, disease and the development of medicines Chemistry - Acids Physics - Light and the electromagnetic spectrum (continued) - Radioactivity	Biology - Health, disease and the development of medicines (continued) Chemistry - Acids (continued) - The electrolytic process Physics - Radioactivity (continued)	Biology - Health, disease and the development of medicines (continued) Chemistry - The electrolytic process - Obtaining and using metals - Reversible reactions and equilibria - Transition metals, alloys and corrosion Physics - Radioactivity (continued) - Astronomy	Biology Topic 6 – Plant structures and their functions Chemistry Topic 5 – Separate chemistry 1 (Triple Science Only) Physics Topic 7 – Astronomy (Triple Science Only) Topic 8 – Energy – forces doing work	Biology Topic 7 – Animal coordination, control and homeostasis Chemistry Topic 6 – Groups in the periodic table Physics Topic 9 – Forces and their effects Topic 10 – Electricity and circuits
	Assessment	End of topic tests plus interim progress checks. Assessments are normally about 3/4 weeks apart					
French 3 lessons per week	Curriculum Content	Holidays Usual holidays Holiday experiences Dream holidays		School Discussing your timetable Your school Comparing French and British schools		The world of work Jobs and work preferences Career choices Plans and hopes for the future	
	Assessment	Translation Extended written task Reading & Listening		Translation Reading & Listening Extended writing task		Translation Reading & Listening Extended writing task	
History 3 lessons per week	Curriculum Content	Anglo-Saxon and Norman England 1060-1088 Key skills: describe features, cause/consequence, balanced argument.	The American West 1835-1895 Key skills: consequence, narrative, importance.			USA 1954-1975 Key skills: source inference, cause/consequence, source utility, interpretations.	
	Assessment	Walking, talking mock and formal in class mock completed for topic. Exam questions completed weekly.					
Geography 3 lessons per week	Curriculum Content	UK Physical Landscapes: rivers The long and cross profile of a river, fluvial processes, characteristics and formation of landforms in the upper, middle and lower course of the river, physical and human factors that affect flood risk, hydrographs, hard and soft engineering strategies Key skills: Contour lines, hydrographs, six figure grid references, flood maps, interquartile range, cross profiles		The challenge of resource management including energy option: The significance of food, water and energy to economic and social well-being, an overview of global inequalities in the supply and consumption of resources, an overview of resources in relation to the UK (food, water, energy), areas of energy surplus (security) and deficit (insecurity), overview of strategies to increase energy supply, moving towards a sustainable resource future. Key skills: graph interpretation, image interpretation, flow line maps, proportional symbols		Urban Issues and challenges Patterns and trends in urbanisation, megacities, Rio: location and the importance of the city, causes of growth, opportunities and challenges and how to plan for the urban poor, distribution of population and cities, Newcastle: location and importance, impact of migration, opportunities and challenges, urban regeneration. features of sustainable living and transport strategies. Key skills: Scatter plot and line of best fit, scale and location. pie charts, percentage increase.	
	Assessment	Mid topic extended writing and end of topic GCSE style assessment					

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Art 3 lessons per week	Curriculum Content	<p>Messages</p> <p>Respond to the theme: Messages To explore and investigate the range of responses by contemporary artists and illustrators, film makers and photographers who create work with a message. Investigate Artist(s). Understand how an artist works and develop own ideas informed by their style.</p> <p>Visual and written research skills.</p>	<p>Messages</p> <p>Develop knowledge and understanding of an artist's process, interpret and develop own ideas.</p> <p>Explore suitable media and materials. Record observations and insights. Refine ideas through experiment.</p>	<p>Messages</p> <p>Develop knowledge and understanding of an artist's process, interpret and develop own ideas.</p> <p>Explore suitable media and materials. Record observations and insights. Refine ideas through experiment and create a personal response to the theme Messages.</p>	<p>Independent Project</p> <p>Students will select which brief they wish to explore from 4 choices. Investigate artist(s) / theme - visual and written research skills. Develop knowledge and understanding of an artist's process. Record observations and insights - visual and written research skills. Develop knowledge and understanding of an artist's process.</p>	<p>Independent Project</p> <p>Students will select which brief they wish to explore from 4 choices. Investigate artist(s) / theme - visual and written research skills. Develop knowledge and understanding of an artist's process. Record observations and insights - visual and written research skills. Develop knowledge and understanding of an artist's process.</p>	<p>Independent Project</p> <p>Explore media and process. Experiment with techniques and materials. Develop and refine ideas through experiments. Explore techniques to develop own ideas Evaluate progress, improve, refine. Present a final or series of final outcomes that show a personal response.</p>
	Assessment	Student work will be assessed using AQA Assessment Objectives for GCSE Art, Craft and Design.					
Business Studies 2 lessons per week	Curriculum Content	<p>Exploring Enterprises</p> <p>Internal factors External factors SWOT analysis PESTLE analysis Measuring success</p>	<p>Promotion for Enterprise</p> <p>Promotional mix Advertising Sales promotion Personal selling Public relations Market segmentation Factors influencing choices</p>	<p>Finance for Enterprise</p> <p>Financial documents Methods of payment Sources of revenue and costs Financial terminology Assets and liabilities</p>	<p>Finance for Enterprise</p> <p>Financial statements Profitability and liquidity Cash flow Break even</p>	<p>Finance for Enterprise</p> <p>Sources of finance Revision and exam preparation</p>	<p>Planning and Pitching an Enterprise Activity</p> <p>Generating ideas for micro enterprise</p>
	Assessment	Students will complete a BTEC assignment which will be assessed using BTEC grading criteria. Work will then be externally moderated.	Topic assessments using past exam questions			External exam 13/05/2020	Students will complete a BTEC assignment which will be assessed using BTEC grading criteria. Work will then be externally moderated.
Computing 3 lessons per week	Curriculum Content	Mini programming project	Data, data types, databases, encryption and compression	Algorithms, producing trace tables, testing, flowcharts	Communications and the internet, protocols, networks and security	Logic Gates, Truth Tables, Logic Circuits	<p>The bigger picture</p> <p>Computers in society Computers and the environment</p>
	Assessment	Project assessment	End of topic test	Work assessed against exam board NEA mark scheme	Topic assessments using past exam questions		
Construction 3 lessons per week	Curriculum Content	<p>Unit 2 : Developing Construction Projects Pupils will develop skills in Carpentry and Joinery to enable them to complete a wooden frame to a given specification.</p> <p>Unit 3: Planning Construction Projects Pupils will further develop their understanding of the range of jobs that exist within the Construction Industry and how each one can contribute to a successful construction project.</p> <p>They will understand how to sequence a range of activities for a construction project and use mathematical skills to accurately calculate the resources required to successfully complete it.</p>	<p>Pupils will apply the skills learnt in the first half term to plan, manufacture and evaluate the their practical outcome(s)</p> <p>Unit 3: Planning Construction Projects Pupils will further develop their understanding of the range of jobs that exist within the Construction Industry and how each one can contribute to a successful construction project. They will understand how to sequence a range of activities for a construction project and use mathematical skills to accurately calculate the resources required to successfully complete it.</p>	<p>Unit 2 : Developing Construction Projects Pupils will develop skills in Plumbing to enable them to complete the installation of a single radiator to a test rig.</p>	<p>Pupils will apply the skills learnt in the previous half term to plan, manufacture and evaluate the their practical outcome</p>	<p>Unit 1: Safety and Security in Construction. Pupils will revisit their work for this unit prior to their first attempt at the terminal exam.</p>	<p>Unit 3: Planning Construction Projects Pupils will revisit their learning for this unit.</p> <p>Unit 2: Developing Construction Projects Pupils will revisit their learning for the three practical assignments completed to date in order to improve their outcomes as required.</p>
	Assessment	Interim assessment tasks throughout the unit.	Assessment in line with WJEC controlled assessment criteria.	Interim assessment tasks throughout the unit.	Assessment in line with WJEC controlled assessment criteria.	Practice question papers and interim assessments throughout the half term. online practice prior to sitting the final exam.	Assessment in line with WJEC controlled assessment criteria.
Drama 3 lessons per week	Curriculum Content	Component 2: Devised performance		Component 2: Devised performance		Component 3 Section B : Live Performance Review. Explore the play A Monster calls. Trip to Newcastle Theatre Royal to watch performance (Compulsory part of course). Complete 500 words. Section A: Revision of set Text DNA.	
	Assessment	Interim assessments of practical work and written reflections.		Performance of devised pieces in front of audience. Internally assessed, Externally moderated.	Portfolio for Component 2. Internally Assessed, Externally moderated.	Section B: Timed practice questions. TP2- Full Written paper 1 hour 30 mins.	
Food Technology 3 lessons per week	Curriculum Content	Pupils will develop their knowledge and understanding of the GCSE Food Preparation and Nutrition course, expanding upon the topics of food safety and hygiene, food choice, food provenance and food science. Pupils will develop their food preparation skills, while preparing a range of complex dishes.				Pupils will carry out practice NEA tasks to develop their knowledge and understanding before undertaking the assessments in year 11.	
	Assessment	GCSE exam style questions embedded throughout. Practical work periodically assessed against GCSE criteria.					
Health & Social Care 3 lessons per week	Curriculum Content	<p>Component 1 - Human Lifespan</p> <p>Expected and unexpected events Types of life events Adapting to change Types of support</p>	<p>Component 3 - Health and Wellbeing</p> <p>Physical and lifestyle factors Social, emotional and cultural factors Economic factors The impact of life events</p>	<p>Component 3 - Health and Wellbeing</p> <p>Health indicators - physiological and lifestyle indicators</p>	<p>Component 3 - Health and Wellbeing</p> <p>Health and wellbeing improvement plans</p>	<p>Component 3 - Health and Wellbeing</p> <p>Revision and exam preparation</p>	<p>Component 1 - Human Lifespan</p> <p>Growth and development Factors affecting growth and development Life events</p>

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week	Assessment	Students will complete a BTEC assignment which will be assessed using BTEC grading criteria. Work will then be externally moderated.	Topic assessments using past exam questions			External exam 13/05/2020	Students will complete a BTEC assignment which will be assessed using BTEC grading criteria. Work will then be externally moderated.
Music 3 lessons per week	Curriculum Content	Performance Skills Preparation for unit 2: Managing a Music Product Preparation for unit 5: Introducing Music Performance	Unit 2: Managing a Music Product Plan, develop and deliver a music product Promote a music product Review the management of a music product	Unit 2: Managing a Music Product Plan, develop and deliver a music product Promote a music product Review the management of a music product Unit 1-The Music Industry	Unit 2: Managing a Music Product Plan, develop and deliver a music product Promote a music product Review the management of a music product Unit 1: The Music Industry	Unit 2: Managing a Music Product Plan, develop and deliver a music product Promote a music product Review the management of a music product Unit 1: The Music Industry Revision and Exam preparation	Unit 4: Introducing Music Composition Unit 5: Introducing Music Performance
	Assessment	Practical Performance skills assessed at the end of term via an audio recorded solo performance. Practice logs assessed over time using BTEC grading criteria	Ongoing assessment of planning, developing and promoting a music product	Ongoing assessment of planning, developing and promoting a music product	Review the management of the music product	Unit 1: Exam	Work assessed using BTEC grading criteria Practice logs/recordings Composition ideas
PE Core 2 lessons per week	Curriculum Content	10Y and 10X Competitive Sport Health and Fitness Problem Solving and Teamwork					
	Assessment	Effort grades will be given					
Photography 3 lessons per week	Curriculum Content	Slinkachu Low Level Photography Develop knowledge and understanding of an artist's process, interpret and develop own ideas. Record observations and insights. Take part in workshops to develop skills. Experiment with media, techniques and materials. Explore techniques to develop own ideas. Exploring suitable software, media and materials. Create a personal response to the theme Slinkachu Low Level Photography.	Slinkachu Low Level Photography Develop knowledge and understanding of an artist's process, interpret and develop own ideas. Record observations and insights. Take part in workshops to develop skills. Experiment with media, techniques and materials. Explore techniques to develop own ideas. Exploring suitable software, media and materials. Create a personal response to the theme Slinkachu Low Level Photography.	Independent Project (select 1 of 4 questions) Visual and written research skills. Develop knowledge and understanding of an artist's / photographer's process. Observational drawing, written, collections, photographs, visual.	Independent Project (select 1 of 4 questions) Visual and written research skills. Develop knowledge and understanding of an artist's / photographer's process. Observational drawing, written, collections, photographs, visual.	Independent Project (select 1 of 4 questions) Visual and written research skills. Develop knowledge and understanding of an artist's / photographer's process. Observational drawing, written, collections, photographs, visual.	Review Coursework Year 10 Apply knowledge and skills to complete outstanding coursework prior to deadline. Improve, refine, expand, develop, complete. Select and present a portfolio of work from the projects completed in Year 10.
	Assessment	Student work will be assessed using AQA Assessment Objectives for GCSE Art, Craft and Design (Photography).					
Religious Studies 3 lessons per week	Curriculum Content	The Nature of Good and Evil - sin/crime, the nature of punishment and the death penalty	Human Rights - dignity of human life, equality and agape	Wealth, modern Christian teachings and the Church in community.	Islamic beliefs: angels, festivals, jihad and pilgrimage	Relationships: family, marriage and gender roles and equality.	Christian practices: forms of worship, sacraments and pilgrimage.
	Assessment	GCSE style questions embedded into Schemes of Work. Formal mock paper once a term.					
Sport 3 lessons per week	Curriculum Content	Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models) • role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid) • personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity) • leadership styles, i.e. o democratic o autocratic o laissez-faire	Learning Outcome 2: Be able to plan sports activity sessions • key considerations when planning sports activity sessions, . • safety considerations when planning sports activity sessions,	Learning Outcome 3: Be able to deliver sports activity session safe practice, i.e. o organisation of group/activity o safe supervision (e.g. as a leader, coach) • delivery style, i.e. o proactive/reactive o demonstration/explanation • communication skills, i.e. o verbal o non-verbal o appropriate language o technical terms • motivation techniques, i.e. o encouragement o extrinsic motivators (e.g. rewards, prizes) • activity-specific knowledge, i.e. o appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers • adaptability, i.e. o making adjustments in an activity that isn't working o addressing issues you hadn't prepared for	Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session Learners should be taught: • key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. o what went well? - against the plan (e.g. was the order of activities effective?) - against the delivery (e.g. did I keep everyone motivated?) o what did not go well? - against the plan (e.g. did I consider an appropriate number of activities?) - against the delivery (e.g. was the group listening to me?) o what could be improved for the future? - against the plan (e.g. were the group's objectives met?) - against the delivery (e.g. could I position myself better when communicating with the group?)	2.9 Sport Studies Unit R052: Developing sports skills Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity. • how to identify areas of improvement in their own performance in a sporting activity • types of skills • types of practice • methods to improve own performance • how to measure improvement in skills, techniques and strategies developed	
	Assessment	Assignment One	Assignment Two	Assignment Three	Assignment Four	Assignment Four	

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Sport Science 3 lessons per week	Curriculum Content	Unit R042 - LO1: Know the principles of training in a sporting context • the principles of training in a sporting context	Learning Outcome 2: Know how training methods target different fitness components Learners must be taught: • aerobic and anaerobic exercise • the components of fitness • specific training methods for each of the fitness components	Learning Outcome 3: Be able to conduct fitness tests Tests which assess fitness Tests for each component of fitness maximal or sub-maximal tests How to interpret the results of fitness tests Design a fitness training programme	Learners must be taught: • key components of the musculo-skeletal system and its function key components of cardio-respiratory system and its function the role of the musculo-skeletal system in producing movement the role of the cardio-respiratory system during physical activity,	Learning Outcome 2: Understand the importance of the musculo-skeletal and cardiorespiratory systems in health and fitness • benefits of cardio-respiratory fitness in everyday life, i.e. prevention or reduction of: • benefits of muscular strength and flexibility • benefits of muscular endurance	Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems Different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these ways to measure and record the short-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems Long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these. Ways to measure and record the long-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems
	Assessment	Assignment One	Assignment Two	Assignment Three Assignment Four	Assignment One	Assignment Two	Assignment Three and Four
Pastoral	Curriculum Content	English - Reading & developing Vocabulary Careers					