YEAR 10 CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	**An Inspector Calls:** analysing morality plays; monologue; denouement; tension and suspense manipulation; props; lighting; costume ** *Literature and language units extend across the term*	**Fiction:** analysing and creating action sequences; characters arcs; structural repetition and circularity; zoo/anthropomorphism	**Jekyll & Hyde:** analysing stock characters/foils; red herrings; epistolary mode	**Non-Fiction:** analysing and creating anecdote, expert opinion, antithesis; synthesising texts; comparing sources	**Love and Relationships:** analysing sonnets; metre; stanza and line forms; eye/internal rhymes	**Getting to Grips with Language:** analysing and creating high quality literary devices; drafting techniques
Maths	**Unit 23: Equations & Inequalities** Students will learn to solve equations and inequalities, focussing on layout and written communication. **Unit 24: Probability** Students will study the concepts of probability including theoretical and experimental probability. Venn Diagrams and set notation	**Unit 25: Multiplicative Reasoning** Students will learn the skills required to apply maths to real-world problems as well as cross-curricular skills including speed, distance and time calculations, density and pressure calculations, and changes of units. Ratio and proportion problem solving is also covered here **Unit 26: Trigonometry** Students will learn how to use the trigonometric ratios in right-angled triangles, as well as advanced trigonometry for higher tier students.	**Unit 26: Trigonometry continued** Students will learn how to use the trigonometric ratios in right-angled triangles, as well as advanced trigonometry for higher tier students. **Unit 27 Further Statistics** Students will revisit work on statistics to include cumulative frequency diagrams, histograms, scatter graphs and data analysis	**Unit 28 Equations & Graphs** Students will revisit solving equations but this time applying their skills to graph sketching and analysis	**Unit 29: Circle Theorems/Angle Facts** Higher tier students will study Circle Theorems and develop their angle fact knowledge to include these concepts, developing written proof and explanation of their working. Foundation tier students will revisit the angle facts they have previously learnt and extend these to written reasoning and communication of their working	**Unit 30: Further Algebra** Students will extend their algebra skills to skills in Higher tier that involve algebraic fractions, functions and revisiting surds. Foundation tier students will solve quadratic equations using the formula and factorisation

Science	**Biology: 4.4 Bioenergetics** **Chemistry:** **C4 Chemical Calculations** Exploring the mathematical links between the world of the atom, and the world we can see. Determining Relative Formula mass and number of moles, titrations, concentrations, limiting reactants, yield and atom economy **Physics: Particle model of matter** Students will learn about the structure of matter in terms of density. Students will learn about changes of state and latent heat as well as internal energy of matter. Students will learn about the Gas Laws relating pressure, volume and temperature.	**Biology: 4.4 Bioenergetics** **Chemistry:** **C4 Chemical Calculations** Exploring the mathematical links between the world of the atom, and the world we can see. Determining Relative Formula mass and number of moles, titrations, concentrations, limiting reactants, yield and atom economy **Physics: Atomic Structure** Students will learn about different type of radioactivity, their uses and dangers. Students will learn about the nucleus of an atom and how it was discovered. Students will learn about radioactive decay as well as nuclear fission and fusion	**Biology: 4.5 The Nervous System** **Chemistry:** **C6 Electrolysis** Looking at the process of electrolysis and its uses in industry **Physics: Part A** The difference between vectors and scalars. How to find the resultant of two forces. We cover Newton's 3rd law of motion, resultant forces and free-body diagrams including using the parallelogram law. We can calculate the work done by a force.	**Biology: 4.5 The Endocrine System** **Chemistry:** **C7 Energy Changes** Identifying the difference between exothermic and endothermic reactions, and calculating the energy change of a reaction **Physics: Part A** The difference between vectors and scalars. How to find the resultant of two forces. We cover Newton's 3rd law of motion, resultant forces and free-body diagrams including using the parallelogram law. We can calculate the work done by a force.	**Biology: 4.5 The Endocrine System** **Chemistry:** **C9, C10, C11 Organic Chemistry** Introduction to organic chemistry. Identifying hydrocarbons and their reactions and uses Cracking of hydrocarbons Fractional distillation of hydrocarbons Uses of polymers Reactions involving carboxylic acids and alcohols **Physics: Part B** The difference between speed and velocity. What is meant by terminal velocity and why objects fall through water at constant velocity	Biology: 4.6 Reproduction **Chemistry:** **C9, C10, C11 Organic Chemistry** Introduction to organic chemistry. Identifying hydrocarbons and their reactions and uses Cracking of hydrocarbons Fractional distillation of hydrocarbons Uses of polymers Reactions involving carboxylic acids and alcohols **Physics: Part C** What is meant by conservation of momentum and when can we use this rule. How to measure the stiffness of a spring and what is meant by elasticity and how can we calculate the weight of an object from its mass and gravitational field strength of where it is

Computer Science	**Computer Systems - Systems Architecture, CPU, Memory and Storage / Programming practice** Students will develop their understanding of the core components of computer systems and how they work together. They will explore systems architecture, including the CPU, registers, the FDE cycle, memory, storage, and performance factors. Students will compare different types of primary and secondary storage and investigate how data is represented and processed by computers. Alongside the theory, students will develop their programming skills through regular practice, applying computational thinking, problem-solving, algorithms, and programming constructs to create and test solutions.	**Networks - Computer Networks, Protocols & Layers / Cybersecurity / Programming practice** Students will develop their understanding of computer networks, cybersecurity, and network communication. Exploring types of networks, hardware, wired and wireless connections, and the factors that affect network performance. Protocols and network layers will be studied as well as cybersecurity threats and prevention, including malware, phishing, social engineering, brute-force attacks. Students will also continue to develop their programming skills through regular practice,	**Computer Systems - Hardware, Software & Systems Software / impacts of Digital Technology / Programming practice** Students will continue to build on their knowledge from the Autumn term, developing a deeper understanding of computer systems, hardware, software, and systems software. This will include the role of operating systems and utility software, and how software interacts with hardware. The impacts of digital technology will also be examined. Considering issues associated with the use of technology. They will also continue to strengthen their programming skills through regular practice.	**Impacts of Digital Technology / Data representation / Programming practice** Develop students' understanding of the impacts of digital technology and explore how technology affects individuals, society, and the environment. They will study data representation, including how computers represent numbers, characters, images, and sound using binary, as well as units of data storage and relevant calculations. Alongside the theory, students will continue to develop their programming skills through regular practice.	**Data representation / Basic programming Techniques with PYTHON** Student will continue to develop their data representation skills, applying their knowledge to calculations and exam-style problems. Students will develop their Python programming skills, learning and applying fundamental programming techniques; building a strong foundation for the programming requirements of AQA GCSE Computer Science.	**Advanced Programming Technique- functions & Procedures / Mini programming project** Students will develop their Python programming skills exploring advanced programming techniques, with a particular focus on functions and procedures. They will learn how to create reusable blocks of code, use parameters and return values. Students will apply these techniques alongside their existing knowledge of variables, selection, iteration, data types, and input/output. The unit will culminate in a mini programming project, where students will plan, develop, test, debug, and evaluate a working Python solution to a given problem.

Geography	**The Challenge of Natural Hazards: Weather Hazards, tropical storms and UK extreme weather; climate change** UK extreme weather. Climate Change: evidence, causes, effects, mitigation & adaptation.	**Urban Challenges: Urban Change and Nigeria** **Urban Challenges: UK** Global Pattern of urban change. Urban growth in Nigeria. Lagos: growth, opportunities & challenges, management. Urban challenges in the UK. UK population distribution. London: history, population growth and diversity.	**Urban Challenges: UK** London: redevelopment, opportunities, challenges & management.	**Urban Challenges: Sustainable Development** Ecological footprint. Sustainable urban living & transport.	**The Living World: Ecosystems** **The Living World: Tropical Rainforests** Ecosystems: distribution, food webs, nutrient cycling, small- and large-scale ecosystem case studies. Tropical rainforests: location, characteristics, interdependency, biodiversity, adaptations. Deforestation: causes, effects, sustainable management.	**The Living World: Cold Environments** Cold Environments: location, characteristics, biodiversity, adaptations. Alaska: opportunities, challenges, oil. Protecting wilderness environments. **Fieldwork: Urban Regeneration** Human fieldwork investigation and write up
History	**Cold War Crises and the End of the Cold War** Berlin crisis and Berlin Wall; Cuban Missile Crisis; Prague Spring; Détente; Soviet invasion of Afghanistan; Reagan and Second Cold War; Gorbachev and end of the USSR; Focus: Causation, consequence.	**Germany: The Weimar Republic 1919-29** The Weimar constitution; The Treaty of Versailles; Hyperinflation; Stresemann and the Golden Age of the Republic; Focus: Causation, Interpretations	**Germany: Hitler's rise to power, 1919-33** The early Nazi Party, the lean years and Hitler's appointment as Chancellor. Focus: Causation; Interpretations	**Germany: Nazi control and dictatorship, 1933-39** The police state, propaganda and opposition to the Nazis. Focus: Causation; Interpretations	**Germany: Life in Nazi Germany, 1933-39** Nazi policies towards women, children and minorities Focus: Causation, interpretations	**Early Elizabethans: Government and religion** Problems facing Elizabeth when she became queen; The Elizabethan religious settlement. Focus: Causation, similarity & difference
French	**Theme 1: People and lifestyle** Unit 3 – Education and work Describing school	**Theme 1: People and lifestyle** Unit 3 – Education and work Future jobs **Theme 2- Popular culture** Unit 4- Free time activities	**Theme 2- Popular culture** Unit 4- Free time activities	**Theme 2- Popular culture** Unit 5- Customs, festivals and celebrations Traditions and customs	**Theme 2- Popular culture** Unit 5- Customs, festivals and celebrations Festivals and celebrations **Theme 2- Popular culture** Unit 6 – Celebrity culture Celebrities	**Theme 2- Popular culture** Unit 6 – Celebrity culture Discussing fame

Spanish	**Theme 1: People and lifestyle** Unit 3 – Education and work Describing school	**Theme 1: People and lifestyle** Unit 3 – Education and work Future jobs **Theme 2- Popular culture** Unit 4- Free time activities	**Theme 2- Popular culture** Unit 4- Free time activities	**Theme 2- Popular culture** Unit 5- Customs, festivals and celebrations Traditions and customs	**Theme 2- Popular culture** Unit 5- Customs, festivals and celebrations Festivals and celebrations **Theme 2- Popular culture** Unit 6 – Celebrity culture Celebrities	**Theme 2- Popular culture** Unit 6 – Celebrity culture Discussing fame
Art	Independent phase 1: Students are guided to select, explore and respond to artists and designers of their own choosing. Teachers guide students to pursue their own creative journey.	Independent phase 1: Students are guided to select, explore and respond to artists and designers of their own choosing. Teachers guide students to pursue their own creative journey.	Independent phase 2: Students are guided to select, explore and respond to artists and designers of their own choosing. Teachers guide students to refine work through materials, techniques and processes.	Independent phase 2: Students are guided to select, explore and respond to artists and designers of their own choosing. Teachers guide students to refine work through materials, techniques and processes.	Independent phase 3: Students plan to create out of sketchbook outcome that consolidates what they have learnt in phases 1 & 2.	Students work on producing outcome and use this to set direct for start of year 11.
Business Studies	**Theme 1 – 1.4 Making the business effective - Part 2** Students will learn how businesses organise their workforce, recruit and train employees, motivate staff, and use organisational structures to improve performance.	**Theme 1 – 1.5 Understanding external influences on business – Part 1** Students will learn how economic factors, such as interest rates, inflation, and employment levels, can affect business decisions and performance.	**Theme 1 – 1.5 Understanding external influences on business – Part 2** Students will learn how legal, environmental, ethical, and global factors influence business activities and the decisions that businesses make.	**Theme 2 – 2.1 Growing the business** Students will learn how businesses expand through growth strategies, understand the benefits and risks of growth, and explore the impact of globalisation on businesses.	**Theme 2 – 2.2 Making marketing decisions – Part 1** Students will learn how businesses identify and understand customers, segment markets, conduct market research, and develop effective marketing strategies.	**Theme 2 – 2.2 - Making marketing decisions – Part 2** Students will learn how businesses use the marketing mix, including product, price, promotion, and place, to meet customer needs and gain a competitive advantage.

Child Development	**Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years** **Topic Area 1: Creating a safe environment in a childcare setting** Reasons why accidents happen, types of accidents, planning to prevent accidents. Non-Examination Assessment	**Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years** **Topic Area 2: Choosing suitable equipment for a childcare setting** Types of essential equipment, factors affecting suitability and choice Non-Examination Assessment (Topic Area 2 assessed before Topic Area 1).	**Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years** **Topic Area 3: Nutritional needs of children from birth to five years** Current Government dietary recommendations for healthy eating for children from birth to five years, essential nutrients and their functions for children from birth to five years. Non-Examination Assessment	**Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years** **Topic Area 3: Nutritional needs of children from birth to five years** Plan for preparing a feed/meal, how to evaluate planning and preparation of a feed/meal. Non-Examination Assessment	**Unit R059: Understand the development of a child from one to five years** **Topic Area 1: Physical, intellectual and social developmental norms from one to five years** Identifying specific development norms for each of the key age groups. Non-Examination Assessment	**Unit R057: Health and well-being for child development** Revision of this unit in preparation for summer exam. **Unit R059: Understand the development of a child from one to five years** **Topic Area 1: Physical, intellectual and social developmental norms from one to five years**
Citizenship	**B1 - Politics and Participation** Forms of government and political ideas, political parties, voting and electoral systems, general elections, the House of Commons and how laws are made. B1 Booklet 26-27		**B2 - Government and Political Institutions** The House of Lords and monarchy, how legislation is made, the separation of powers and how those in power are held to account.		**A3 - Economy and Public Services** The UK economy, the role of the Chancellor, taxation, funding local government and debates about the provision and privatisation of public services.	The Civil Service, youth participation, devolution, how democratic the UK is, and the purpose and structure of the UK and US constitutions. B3 Booklet 26
Dance	Section A Written Paper and 'Breathe.'	Section A&B Written Paper and 'Flux.'	*Infra* by Christopher Bruce.	*Artificial Things* by Lucy Bennett.	*Within Her Eyes* by James Cousins.	Trio Performance
Design Technology	**Core Technical Principles** – materials, properties, sustainability & new technologies	**Core Technical Principles** – materials, properties, sustainability & new technologies	**Specialist Materials** – Revisiting Timber & Manufactured Boards • practical skills & technical knowledge **Introducing the Mock NEA** Research, design & development	**Mock NEA** • research, design & development	**Mock NEA continued** • modelling/prototyping, evaluation & exam skills	**Live NEA begins** – contextual challenge released **1 June**

Drama	**Component 1 – Devising** Creating and developing ideas to communicate meaning for theatrical performance, as a response to stimuli.	**Component 1 – Devising** Rehearsal and refinement. Exploring genre, form, structure, character, structure and language.	**Component 1 - Devising** Devised performance exam with subsequent analysis and evaluation of work. Completion of accompanying portfolio.	DNA – Lighting, Staging and Sound	DNA – Set Design	Live Theatre Evaluation - Medea
Fashion and Textiles	Mock Component 2: Recycle and Represent Theme (40%) Live Artist Workshop	Mock Component 2: Recycle and Represent Theme (40%)	Mock Component 2: Recycle and Represent Theme (40%) Begin Mock Component 1: Travel Theme (60%)	Mock Component 1: Travel Theme (60%)	Mock Component 1: Travel Theme (60%)	Mock Component 1: Travel Theme (60%)
Hospitality and Catering	**Unit 1 – LO3:** Health & Safety • Practical skills: planning, techniques & evaluation	**Unit 1 – LO3:** Health & Safety • Practical skills: planning, techniques & evaluation	**Unit 1 – LO2:** How Hospitality & Catering Providers Operate • Practical skills development	**Unit 1 – LO2:** How Hospitality & Catering Providers Operate • Practical skills development	**Unit 1 – LO1:** The Hospitality & Catering Industry • Practical skills development	**Unit 1 – LO1:** The Hospitality & Catering Industry • Practical skills development • Introduction to **Unit 2**
Kings Trust						
Media Studies	**Paper 1 Section B –** Video Games - Fortnite	**Paper 1 Section B –** Radio – Desert Island Discs	**Paper 1 Section A –** Newspapers – The Guardian and The Sun	**Paper 1 Section A and Section B–** Newspapers – The Guardian and The Sun	**Paper 1 Section B** – Film Promotion	**Paper 1 Section B** – Film Promotion
Religious Studies	**Muslim Beliefs:** Explores Islamic teachings about Allah, prophethood, holy books, angels, predestination and life after death, including differences between Sunni and Shi'a beliefs.	**Muslim Beliefs:** Explores Islamic teachings about Allah, prophethood, holy books, angels, predestination and life after death, including differences between Sunni and Shi'a beliefs.	**Crime and Punishment:** Examines Muslim and non-religious perspectives on justice, crime, punishment and forgiveness, considering how offenders should be treated.	**Living the Muslim Life:** Explores how Muslims practise their faith through the Five Pillars, the Ten Obligatory Acts and worship, including prayer, fasting, charity and pilgrimage.	**Living the Muslim Life:** Explores how Muslims practise their faith through the Five Pillars, the Ten Obligatory Acts and worship, including prayer, fasting, charity and pilgrimage.	**Peace and Conflict:** Examines Muslim and non-religious attitudes towards peace, war and conflict, exploring pacifism, Just War theory, jihad and reconciliation.

Music	AoS 4 *Africa* Set Work Step Up to GCSE Composition Solo and Ensemble Performance		AoS 2 Music for Ensembles Step Up to GCSE Composition Solo and Ensemble Performance		AoS 4 Popular Music GCSE Free Composition Solo and Ensemble Performance	
PE (GCSE)	**Practical** Team: Netball/ Basketball Individual: Trampolining **Theory: Physical Training** 3.2- Components of fitness 3.3-Principles of training	**Practical** Team: Handball/Football Individual: Trampolining **Theory: Physical Training** 3.3- Principles of training 3.6-Warm up and cool down -Coursework	**Practical** Coursework **Theory: Coursework**	**Practical** Coursework **Theory: Coursework**	**Practical** Team: Volleyball Cricket Individual: Athletics **Theory: Physical Training and Movement analysis** 3.4- Injuries 3.5- Drugs 2.1- Levers	**Practical** Team: Volleyball Cricket Individual: Athletics **Theory: Movement Analysis and applied anatomy/physiology** 2.2- Planes and axes 1.1-Muscles and Skeletal system
PE (CORE)	Fitness Games /Tchoukball Badminton/ Volleyball Zumba Yoga		Athletics Rounders OAA Walking Golf Frisbee			
Religious Studies	**11.1 Christian & Muslim Beliefs** Revision of key beliefs within religions, including responses to life after death, evil and suffering, and solutions to evil and suffering.	**11.2 Living the Christian Life** Overview of Christian practices, including the Sacraments, religious festivals and the role of the worldwide Church.	**11.3 Living the Muslim Life** Overview of Islamic practices, including The Ten Obligatory Acts of Shi'a Islam and the Five Pillars. Review of Islamic festivals.	**11.4 Marriage and the Family** Christian teachings about marriage, sexual relationships and family life. Review of key thematic content.	**11.5 Matters of Life and Death** Revision of medical ethics, including origins of life, abortion, life after death, euthanasia, and issues in the natural world.	
Sociology	**Education** The Roles and Functions of Education	**Education** Factors affecting educational achievement Social class, gender and ethnicity	**Education** Educational policies and types of schooling	**Social stratification** Sociological views on stratification, social class and life chances	**Social stratification** Poverty as a social issue	