



2024-25 Year 10 Curriculum Plan

Subject	Autumn Term	
Art	<u>Component 1-Portfolio 60% of the overall GCSE qualification</u> Pupils will begin creating a portfolio of work that meets the criteria, they will focus predominantly on producing observational studies from both secondary and primary sources, imaginatively exploring the given theme whilst trialling various materials, techniques/processes [AO2].	<u>Component 1-Portfolio Metamorphosis Project.</u> Pupils will continue with their coursework with a focus predominantly on producing observational studies from both secondary and primary sources, imaginatively exploring the given theme whilst trialling various materials, techniques/processes [AO2].
Computing	<p>1.1 System Architecture This is a short introductory unit; it begins by looking at the various components of the CPU used in the Von Neumann architecture. Subsequent lessons build on the fundamentals covered at KS3 on understanding computers concentrating on RAM, ROM, cache and the need for virtual memory.</p> <p>2.3 Producing Robust Programs Within this unit students practice writing and coding algorithms, which incorporate defensive design. Different types of error, and how to detect them in a program code, is described, along with testing and creating a test plan.</p>	
Creative I Media	Unit R093 – Creative iMedia in the media industry.	
Drama	<u>Exploration of Blood Brothers- Component 1</u> Students will read the play and start to research the setting, costume, makeup, hairstyles, scenery and lighting for the play and present their findings to the class. They will also perform extracts from the play to put themselves in the position of the character to gain a deeper understanding to support responses to component 1 questions. Students will start to develop responses for the 4,8,12 and 20 mark questions	<u>Component 1 Live theatre.</u> Students will watch a piece of recorded live theatre and learn how to evaluate the performance of actors. Students will focus on emotions, relationships between characters, and contrast and compare how the same actor performs in different scenes or with different actors. <u>Working as a professional</u> Students will learn about schedules, rehearsals and minutes of meetings and the importance of deadlines to prepare for component 2- Devising their own performance.



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		<p><u>Devising from a stimulus and Devising log</u> Introduction of Component 2 material where students work together to create their own performance GCSE.</p>
<p>English</p>	<p>Modern play study- J.B Priestley's 'An Inspector Calls'.</p> <p>Poetry Anthology – The study of 4 poems from the Eduqas GCSE poetry anthology</p>	<p>19th Century novel study- Charles Dickens' 'A Christmas Carol'.</p> <p>Poetry Anthology – The study of 6 poems from the Eduqas GCSE poetry anthology</p>
<p>Geography</p>	<p>Paper2, Section B Economic World</p> <p>Paper 1, Section A Climate Change</p> <p>Paper2, Section A Is Liverpool a thriving city?</p> <p>Paper 1, Section C How do Rivers Shape Our Landscape?</p>	
<p>History</p>	<p>Medicine in Britain c1000-present</p> <p>and British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p>	
<p>Maths</p>	<p>Transformations</p> <p>Sequences</p> <p>Averages</p> <p>Inequalities</p> <p>Accuracy and Bounds</p> <p>Perimeter and Area of Circles</p> <p>Fractions and Percentages</p> <p>Volume and Surface area</p>	



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	Transformations, Loci and Constructions		
Music	<p>Elements of Music – including in depth study of Instruments in and out of the orchestra, Voices, Dynamics, Tempo, Rhythm, Metre</p> <p>Area of study 1: Musical Forms and Devices</p> <p>Key signatures in major keys up to four sharps</p> <p>Reading music in the treble and bass clef</p> <p>Jazz/Blues composition</p> <p>Performing solo pieces</p>		
RE	<p>Christianity: Beliefs and Teachings</p> <p>Islam: Beliefs and Teaching</p>		
Science	<p><i>Biology -</i></p> <p><i>Infection & Response:</i> Pathogens and body defences. The immune system and principles of immunisations.</p>	<p><i>Chemistry -</i></p> <p><i>Quantitative Chemistry -</i> Conservation of mass and chemistry calculations.</p>	<p><i>Physics -</i></p> <p><i>Electricity in the home:</i> domestic electricity, energy transfer in electrical appliances, generating power, the national grid</p>
Spanish	<p>Diviértete – To start the year, students will use knowledge gained in KS3 to learn more about the Spanish-speaking World. They will recap using the present and past tenses and will learn a variety of new vocabulary that they can then manipulate to discuss sports, hobbies and activities as well as being able to talk about using technology and social media and its’ risks. This term we will recap and consolidate our knowledge of past, present and near-future tenses as well as key vocabulary.</p>		
Technology DT	<p>Theory</p> <p>New and emerging technologies</p> <p>Energy generation & storage</p> <p>Systems – mechanical and electrical. Materials (card and boards)</p> <p>Design & Make activity</p>		



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	Skills Assessment: modelling techniques through SLR camera model	
DT Food	<p>Principles of nutrition</p> <ul style="list-style-type: none"> ● Micro & macronutrients ● Dietary values of water & fibre <p>Diet & good health</p> <ul style="list-style-type: none"> ● Diet, nutrition & health ● Making informed choices ● Food choices <p><i>Food commodities</i></p> <ul style="list-style-type: none"> ● <i>bread, cereals, flour, oats, rice, potatoes, pasta</i> ● <i>fruit and vegetables (fresh, frozen, dried, canned and juiced)</i> ● <i>milk, cheese and yoghurt</i> ● <i>meat, fish, poultry, eggs</i> ● <i>soya, tofu, beans, nuts, seeds</i> <p><i>butter, oils, margarine, sugar and syrup</i></p>	
PSHE	<p>Mental and Physical Health</p> <p>Reframing Negative Thinking</p> <p>Mental Health: Stigma and Change</p> <p>Donation</p>	<p>Financial Rights</p> <p>Employment and Budgeting</p> <p>Money Management and Gambling</p> <p>Employment and Consumer Rights</p> <p>Targeted Advertising</p>
PE	<p>Theory</p> <p>Paper 1: Physical Factors Affecting performance</p> <ul style="list-style-type: none"> - Components of fitness- BFCSCRAMPS - Fitness Testing - Principles of training - SPOR/FITT - Methods of training- FCCWHIP - AEP Coursework- Evaluation and Analysis sections 	



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	<p>- Warm ups & cool downs - Preventing injury</p> <p>Practical</p> <p>- Practical application of fitness tests - Netball/ Football - Handball/ Table Tennis</p>

	Spring Term	
Art	<p><u>Component 1-Portfolio Architecture Project</u></p> <p>Pupils will be introduced to various themes and suggested artists whilst now choosing their own materials and techniques and recording their explorations through constructing cohesive contextual study pages within their sketchbooks.</p>	<p><u>Component 1-Portfolio Architecture Project</u></p> <p>Pupils will continue being introduced to various theme-based artists [AO1], materials and techniques [AO2] whilst learning to record [AO3] their explorations through constructing cohesive contextual study pages within their sketchbooks</p>
Computing	<p>2.5 Programming Languages and Integrated Development Environments</p> <ul style="list-style-type: none"> • Know the differences between high- and low-level programming languages • Know the need for translators • Know the differences, benefits and drawbacks of using a compiler or an interpreter • Know the tools that an IDE provides and how each of the tools and facilities listed can be used to help a programmer develop a program • Know how to use a range of these tools within at least one IDE 	



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	<p>1.3 Memory and Storage</p> <p>This unit begins by looking at primary and secondary storage. The unit explores the different types of memory and what characteristics they possess.</p>	
Creative I Media	<p>R094 – Mandatory Controlled Assessment Skills;</p>	
Drama	<p>Component 3- <u>Monologues and duologues</u>. Students will be devising their own monologues and duologues based on a given stimulus</p> <p>They will explore different genres of performance and create appropriate monologues and duologues</p> <p>Students will also learn lines from given and chosen scripts and present to the class</p>	<p>Component 3 Script</p> <p>Students will bring a given script from page to stage.</p> <p>They will undertake a class read and in depth character research.</p> <p>They will work professionally and audition for their role- actors by learning lines- designers by presenting their initial research and ideas as moodboards. They will learn about rehearsal schedules and the importance of setting and sticking to a schedule.</p>
English	<p>Paper 1 Section A- Reading fiction. Students will study how to effectively read, analyse and evaluate the language and structure of an unseen text.</p>	<p>Paper 1 Section B- Creative writing. Students will develop their ability to write</p> <p>effective descriptive and narrative pieces of writing</p> <p>A Christmas Carol – Developing essay writing</p> <p>Poetry Anthology – Developing essay writing</p>
Geography	<p>Paper 1, Section A Can we Protect Ourselves from Natural Hazards?</p> <p>Paper2,Section B Nigeria</p> <p>Paper1,Section B Living World</p>	
History	<p>British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p> <p>Weimar and Nazi Germany, 1918-39</p>	



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Maths	Volume and Surface Area Fractions and Percentage Calculations Constructions Proportion Surds Pythagoras and Trigonometry Proportion Quadratics and Graphs Functions		
Music	Elements of Music – consolidation of the work completed in term1 Key signatures in major keys up to four sharps Area of Study 4 Popular Music - listening, composing and performing rock, pop, bhangra, jazz and fusion Set work 'Africa' Theme and Variations extended composition Performing solo ensemble pieces		
RE	Philosophy and Ethics: Relationships		
Science	<i>Biology -</i> <i>Plant Organisation:</i> The structure of plant, transport within a plant and plant diseases.	<i>Chemistry -</i> <i>Chemical changes:</i> The reactivity of metals and common reactions with acids. Electrolysis and the reaction profiles of exothermic and endothermic reactions.	<i>Physics -</i> <i>Energy Applications:</i> Learning how to apply mathematical skills to equations and rearranging equations involving energy.



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	<p><i>Human Organisation Part 2:</i> The vital biological processes of respiration and metabolism</p> <p><i>Plant Organisation:</i> Plant transport systems and photosynthesis</p>	<p><i>Chemical changes & Energy changes:</i> Reactivity of metals and the reactions of acids. Electrolysis and the reaction profiles of exothermic and endothermic reactions</p>	<p><i>Nuclear Radiation:</i> atomic models, contamination and irradiation.</p>
<p>Spanish</p>	<p>Viajes – In this module we will learn all about the Spanish region of Andalucía and will use previously taught language along with new vocabulary linked to weather and tourism to be able to talk about the region as a tourist destination. We will also learn how to express our preferences for travel and will learn how to use the conditional tense to be able to talk about where we would like to travel to in the future.</p> <p>Mi gente, mi mundo - To start off the new term will learn about different types of families and will recap using possessive adjectives to describe people close to us. We will learn how to use the present continuous tense to be able to describe what people are doing in real time.</p>		
<p>Technology DT</p>	<p>Theory</p> <p>Materials and properties</p> <p>Approaches to designing</p> <p>Design & Make activity</p> <p>Skills assessment: foot stool, textiles top</p> <p>With practice NEA incorporated.</p>		
<p>DT Food</p>	<p><i>Where food comes from</i></p> <ul style="list-style-type: none"> ● <i>Food provenance</i> <ul style="list-style-type: none"> ○ <i>food origins to include where and how foods are grown, reared, or caught</i> ○ <i>food miles, impact on the carbon footprint, buying foods locally</i> ○ <i>impact of packaging on the environment versus the value of packaging</i> ○ <i>sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty</i> ○ <i>food security: access to safe sufficient food for all (World Health)</i> ● <i>Food manufacturing</i> 		



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PE	<p>Theory</p> <p>Paper 1: Physical Factors Affecting performance</p> <ul style="list-style-type: none"> - Anatomy and physiology- Skeletal & muscular systems <ul style="list-style-type: none"> - Movement analysis - Cardiorespiratory system - Effects of exercise <p>Practical</p> <ul style="list-style-type: none"> - Handball, Basketball and Table tennis 	
PSHE	<p>Healthy Relationships</p> <p>Sexual Intimacy in Relationships</p> <p>Sexual Harassment and Assault</p> <p>Sex Challenges</p>	<p>Exploring Influences</p> <p>Drugs and Gangs</p> <p>The Media</p> <p>Positive Role Models and Supporting Others</p>

	Summer Term	
Art	<p><u>Component 1- Portfolio Architecture Project</u></p> <p>Pupils will learn to develop their ideas, producing self-directed/ explorative photoshoots enabling them to derive their own personalised responses to the given theme [AO4]. This will lead towards and inform their end of year Art exam piece.</p>	<p><u>Component 1- Portfolio Architecture Project</u></p> <p>Pupils will continue learning to develop their ideas, producing self-directed/ explorative photoshoots enabling them to derive their own personalised responses to the given theme [AO4]. This will lead towards and inform their end of year Art Summer exam piece.</p>



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Computing	<p>2.1 Algorithms</p> <p>The first lesson introduces the concepts of computational thinking; abstraction, decomposition and algorithmic thinking. Lessons on searching and sorting algorithms are followed by those focusing on developing algorithms using flow diagrams and pseudocode.</p> <p>2.2 Programming Fundamentals</p> <p>The first two lessons focus on data types and arithmetic operations.</p>	
Creative I Media	R097 – NEA Controlled assessment set by exam board. Worth 35% of final grade.	
Drama	<p>Script</p> <p>Students will contribute to the performance of a full script either as an actor or a designer. They will work professionally with their peers and staff involved. Students will attend rehearsals and complete a technical and dress rehearsal. Students will watch and evaluate their contribution to performance and that of their peers.</p>	<p>Component 2</p> <p>Students will start work on component 2 of their final GCSE</p> <p>Students will learn of their performance groups and the stimulus to devise from.</p> <p>Students must undertake research and start to plan their performance.</p> <p>Students will complete section 1 of the devising log.</p>
English	<p>Exam Technique - Preparation for the practice examinations</p> <p>Exam Technique - Preparation for the practice examinations</p> <p>Poetry Anthology – The study of 6 poems from the Eduqas GCSE poetry anthology</p>	<p>Spoken Language – Students will prepare and deliver a speech on a topic of their choice to the class.</p> <p>Paper 2 Section B - students will study how to write effective non-fiction pieces such as formal letters, essays, articles and speeches</p> <p>Poetry Anthology – The study of the remaining poems from the Eduqas GCSE poetry anthology</p>
Geography	Fieldwork	



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	Students will go on their field trips to Liverpool and complete a river study here. They will spend the summer term, collecting data, coming back to school, presenting their data, describing and explaining their choices, completing an analysis and conclusion		
History	Weimar and Nazi Germany, 1918-39 Spain and the 'New World', c1490–c1555		
Maths	Quadratics Graphs Circles and Cylinders Pythagoras and Trigonometry Sequences Simultaneous Equations Inequalities Cumulative Frequency and Histograms Probability		
Music	Set work: 'Badinerie' Minor key signatures Exploration and practice of performance pieces for final moderation in Y11 Area of Study 2: Music for Ensemble Area of Study 3: Film Music		
RE	Christianity: Practices		
Science	<i>Biology -</i>	<i>Chemistry -</i>	<i>Physics -</i>



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	<p><i>Homeostasis & Response:</i> The structure of the nervous system and how we respond to stimuli. The organs involved in the endocrine system and its role in the balance of the body's internal environment.</p>	<p><i>Chemistry of the atmosphere:</i> The history of the atmosphere and the damage being caused by pollution to our current atmosphere.</p> <p><i>Chemical Analysis:</i> During this topic students will learn how chemists analyze substances. This will include chromatography and common gas tests.</p>	<p><i>Forces:</i> resultant force, weight vs mass and gravity.</p>
<p>Spanish</p>	<p>Mi estilo de vida – In this module we focus on describing our lifestyles and preferences and learn how to discuss and appreciate cultural diversity. We take an in-depth look into different customs and lives across the Spanish-speaking world. This then leads on to being able to talk about healthy vs unhealthy lifestyles and about our routines, and students will then learn how to express feeling unwell and how to seek medical help and advice in a Spanish-speaking country.</p> <p>We will also take a detailed look at how the Spanish speaking exam works and will have a first mini-mock so students can see how this process works in real life.</p>		
<p>Technology DT</p>	<p>Theory</p> <p>Manufacturing processes</p> <p>Revision / year 10 examination</p> <p>Design & Make activity</p> <p>Complete Practice NEA</p> <p>Begin real NEA (June 1st) Cover Research and Brief / Specification (sections 1+2).</p>		
<p>DT Food</p>	<p>The science of food part 1</p>		



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	The science of food part 2	
PSHE	Work Experience Preparing for Work Reflecting on Work	Extreme Behaviours Communities and Belonging Radicalisation and Extremism Domestic and Honour Based Violence
PE	Theory AEP Coursework- Overview section - Assessment section - Movement analysis section Paper 2: Socio-cultural issues and sports psychology -Sports psychology - Classification of skills Practical - Athletics	