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| BBS Year 10 Curriculum  |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Art**  | Baseline assessment. | Baseline assessment. | Controlled assessment preparation. | Controlled assessment preparation. | Controlled assessment project. | Controlled assessment project. |
| **Careers** | Careers in Curriculum Week 1.PSHE - Core Theme 3 (See PSHE Curriculum).Work Experience. Launch & Support Sessions.Careers Fair - Post 16 advice.START Profile (careers software). | PSHE - Core Theme 3 (See PSHE Curriculum).Work Experience. Support Sessions.Work Experience Awards Night -Speakers from Businesses.START Profile (careers software). | Careers in Curriculum Week 2.Work Experience drop in sessions.START Profile (careers software).  | START Profile (careers software). Easter Homework.Work Experience drop in sessions. | Careers in Curriculum Week 3.START Profile (careers software). Half Term Homework.Work Experience drop in sessions.H&S on Work Experience sessions. | Work Experience.Work Place visits for students without placements.Work Experience. Debrief Activities.FF Choices.Checklist activity. |
| **Child Development** | Understand reproduction and the roles and responsibilities of parenthood. Understand antenatal care and preparation for birth. | Understand antenatal care and preparation for birth. Understand postnatal checks, postnatal provision and conditions for development. | Understand postnatal checks, postnatal provision and conditions for development.Understand how to recognise, manage and prevent childhood illnesses. | Understand how to recognise, manage and prevent childhood illnesses.Know about child safety.  | Understand the key factors when choosing equipment for babies from birth to 12 months.  | Understand the key factors when choosing equipment for children from one to five years.  |
| **Computing / ICT** | System architecture.Memory | Storage.Wired and Wireless | NetworksSecurity | Software.Ethics. | Algorithms.Programming Techniques | Robust Programs. |
| **Drama** | Introduction to baseline assessment: components 1-3. | Practitioners: style, genre, form, structure and character. | Mock component 1: devising in full | Component 3 – Theatre Makers in Practice:Section A: The Crucible (link to Crime and Punishment).Section B: Woman in Black |
| **DT** | EnterprisePeople and CulturePaper and boards.Selecting & working with materials.Stock forms.Specialist techniques.Investigation- primary & secondary data. | Production techniques and systemsNew and emerging technologiesSelecting & working with materials.Stock forms.Scales of production.Specialist techniques.The work of others. | SustainabilityEnvironmentNew and emerging technologies Timber.Metals and alloys.Selecting & working with materials.Forces & stressesEcological & social footprint.Stock forms.Specialist techniques. | Energy generation & storageDevelopment in new materials.TextilesPolymersMaterial properties.Selecting & working with materials.Sources & origins.Stock forms.Specialist techniques. | IndustryDevelopment in new materials.Systems and mechanical devices.Material properties.Selecting & working with materials.Stock forms.Specialist techniques. | NEA |
| **English** | Macbeth (theatre in Elizabethan England)Creative/narrative | Jekyll and HydeReading language paper 1 | An Inspector Calls (link to industrial revolution). | Power and conflict poetry | Power and conflict poetry | Lang 1 and MacbethSpoken language: planning, structure, audience |
| **Enterprise** | Exploring Enterprises | Exploring Enterprises | Exploring Enterprises | Exploring Enterprises | Promotion and finance for enterprise. | Promotion and finance for enterprise. |
| **Food Preparation and Nutrition** | Food safety module.Hygiene - dangers- safetyPreparation - knife skills - claw - bridge - correct technique onion and garlic – softening.Food Nutrition & Health - proteins fats & Carbs.Aeriation mixing - weighing- measuring – preparation.Food Nutrition & Health - Vitamins - fat/water soluble.Safety of foods ( kidney beans) Safe use of hob & oven - Cleaning workstation.Food Nutrition & Health - Macro Micro nutrients - Minerals fibre and water - healthy eating. Assessment and DIRT. | Recap term contents.Nutritional needs and age groups - deficiency diseases.Practical - must make béchamel sauce from scratch - can turn into cheese etc.Diet related health problems - energy needs.Practical - Raising agent - products - cakes and bread.Nutritional analysis - meals for different age groups.Why food is cooked 3 methods - cooking methods.Practical - free cook - using melting methods. | Changing Properties.Raising Agents & microorganisms.Food spoilage & food poisoning.Grown food, GM, reared food and caught food. Global food production.British and international cuisines. Primary and secondary food processing.Assessment and DIRT. | Food fortification and modification.Cultural, religious and moral food choices.Food labelling.Influences of marketing.Factors affecting food choice.Assessment and DIRT. | Basic mixtures and recipes.Fruits and vegetables.Milk, cheese and yoghurt. | Meat, fish, poultry and eggs.Beans, nuts and seeds.Butter, oil, margarine, sugar and syrup. |
| **Geography** | Component 1Topic 2: Weather hazards and climate change. | Component 3Topic 7: Geographical investigations – fieldwork.  | Component 1Topic 2: Weather hazards and climate change.  | Component 2Topic 5: Global development.  | Component 1Topic 3: Ecosystems, biodiversity and management.  | Component 2Topic 3: Ecosystems, biodiversity and management. Finish Topic 3 and commence revision for Yr10 mock.  |
| **History** | Whitechapel Knowledge: living and working conditions, immigration and diversity, problems faced by police and Whitechapel murders. Whitechapel: Source utility skills: creating an enquiry, analysing source utility. Revision for mock exam. | Elizabethan England: Key Topic 1 Accession to the throne and early reign 1558-1569 – structure of government, early problems, religious settlement and reactions, arrival of Mary Queen of Scots.  | Elizabethan England: Key Topic 2 Threats from home and abroad – Catholic plots, decline of Anglo-Spanish relations, war with Spain (Armada 1588).  | Elizabethan England: Key Topic 3 Society in the Age of Exploration – education, leisure, poverty, exploration, voyages, case study on Raleigh and Virginia.  | Cold War: Key Topic 1 – Breakdown of the Grand Alliance at end of WW2 – Soviet expansion, Truman Doctrine, Marshall Plan, Berlin Airlift and Blockade, NATO, Warsaw Pact, Arms Race and Hungarian Uprising.  | Cold War : Key Topic 2 – Crises – Berlin Wall, Bay of Pigs and Cuban Missile Crisis, Prague Spring. Summer Revision and Exam.  |
| **Maths Foundation** | Perimeter and area. 3D forms and volume.  | Real-life graphs. Straight-line graphs.  | Transformations 1: translations, rotations and reflections. Transformations 2: enlargements and combinations.  | Ratio.Proportion.Right-angled triangles: Pythagoras and trigonometry.  | Probability 1Probability 2 | Multiplicative reasoning. Plans and elevations. Constructions, loci and bearings.  |
| **Maths Higher** | Perimeter, area and circles. 3D forms and volume, cylinders, cones and spheres. Accuracy and bounds.  | Transformations. Constructions, loci and bearings.  | Solving quadratic and simultaneous equations. Inequalities.  | Probability. Multiplicative reasoning. Similarity and congruence in 2D and 3D.  | Graphs of trigonometric functions. Further trigonometry.  | Collecting data.Cumulative frequency, box plots and histograms.  |
| **MFL French** | Family and friends.Irregular verbs in the present tenseReflexive verbsNear future tensePerfect tenseImperfect tenseUsing a variety of tenses | Free time. Depuis and present tense.The comparative.Imperfect tense.Direct object pronouns.Superlative adjectives. | Celebrations and festivals. Using pouvoir and devoir. Questions using tu and vous. Pronoun `en`. Venir de and INF.  | Where you live.Using the pronoun ‘y’Negatives Using quel / quelle / quels / quelles.Future tenseUsing 3 tenses together. | Revision | Exams |
| **MFL Spanish** | Free time, influences and sports. Stem changing verbsSoler & INFImperfect tensePerfect tenseUsing a range of past tenses | Family and friends.Para & INFPresent continuous tenseSer & estarRelationship verbs | Home and city. DirectionsSe puede & INFFuture tenseDemonstrative adjectivesConditional tenseUsing a variety of tenses together | Food and festivals.The passive voiceReflexive verbs in the preterite tenseLiterary textsIrregular verbs in the preterite tenseAbsolute superlativesExpressions followed by INF | Revision | Exams |
| **Music**  | Baseline Assessment.Looking through GCSE techniques. | AOS5 - Conventions of pop.1st Solo performance and composition workshops. | AOS5 - Conventions of pop.1st Solo performance and composition workshops. | AOS4 - Film Music2nd Solo Performance and 1st Controlled assessment composition. | AOS4 - Film Music2nd Solo Performance and 1st Controlled assessment composition. | AOS2 – Classical Concerto 3rd solo performance and composition 1 continuedMock Exam |
| **PE Boys** | RugbyBadminton | TrampoliningTable TennisLeadership | FootballGymnastics | BasketballOAA | AthleticsTennis | Rounder’sCricket |
| **PE Girls** | Netball Gymnastics | BadmintonOAALeadership | Couch 2 5KTrampoliningFootball | RugbyDance | Athletics Rounder’s | CricketTennis |
| **PSHE** | Core theme 3 – developing workplace knowledge | Core theme 3 – expectations, roles and responsibilities, health and safety at work.  | Core theme 3 – living in the wider world (ageism and prejudice). | Core theme 2 – sexual health. | Core theme 2 – sexual health and relationships.  | Core theme 1 – health and well-being.  |
| **Psychology** | Topic 1 DevelopmentStart of October (mini assessment) | Topic 1 DevelopmentAssessment (End of topic test)Topic 2 Memory | Topic 2 MemoryAssessment (End of topic test)Topic 3 Psychological problems | Topic 3 Psychological problems | Topic 3 Psychological problemsAssessment (End of topic test)Topic 4 Brain and neuropsychology | Topic 4 Brain and neuropsychologyASSESSMENT MOCK EXAM (PAPER 1: TOPICS 1-4) |
| **RS**  | Happily ever after: marriage, divorce, the family. | Who are the Shia?Is it fair – issues of wealth and poverty. | How do we show we belong? – issues of commitment to a religion.  | Is there a God? – worship, belief and non-belief. Why is Jesus so important to Christians? | Why do we punish people? | Issues of human rights. |
| **Sociology** | 1.Socialisation and cultural transmission | 2.FamilyResearch project | 1.Education | 2.Social stratification: class and poverty | Summer1 and 2 Inequality – gender- feminism / ethnicity/ sexuality/age/ disability. | Summer1 and 2 Inequality – gender- feminism / ethnicity/ sexuality/age/ disability. |
| **Science (NB: route through can differ depending on teaching combination)** | B5 Communicable diseaseC4 Chemical CalculationsP7 Radioactivity | B6 and B7 Preventing disease and non-communicable diseaseC5 Chemical ChangesP6 Molecules and Matter | B8 and B9 Photosynthesis and respirationC6 ElectrolysisP1 Conservation of energy | B10 Nervous systemC7 Energy ChangesP2 Energy transfer by heating | B11 HormonesC8 Rates and equilibriumP5 Electricity in the home | Revision and Mock preparation.Review of assessment and close the gap tasks |