

Year 10	Personal Development (eg careers, PSHE, etc)	Social Development (eg charities, current affairs)	Physical & Mental health Development (eg sports, counselling)	Global Citizenship Development (trips, languages, exchanges)	Other/curriculum links (areas that are important to your specific curriculum)
English	<ul style="list-style-type: none"> <li>The SMHC nature of our subjects enables students to explore various issues including mental health, ambition, social responsibility, open-mindedness, challenging your parents' ideology – amongst many other issues related to the human condition – and how these traits are something which has and will be part of human nature.</li> </ul>	<ul style="list-style-type: none"> <li>The non-fiction aspect of English Language means that we cover and move with the times in terms of sources and issues we cover. Using 'Because, But, So', we encourage students to develop an informed opinion which is linked to facts, human experience and history. We teach them how to shape a persuasive argument – and how to consider different ways of thinking about issues including pollution, what makes a good education, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The issues we discuss in literature link to mental health in some aspects such as Lady Macbeth and the poem Remains about PTSD.</li> <li>Physical development – more through presenting arguments about reasons behind the importance of exercise, etc.</li> </ul>	<ul style="list-style-type: none"> <li>We do run trips when they become available to the plays that we study including An Inspector Calls and A Taste of Honey. We have also taken students to Harry Potter World.</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced curriculum – KS3 covers many aspects and cultural capital which is later referenced in the set texts such as mythology, atavism, detectives and Victorian England, gothic fiction.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Percentage change, VAT and simple and compound interest</li> <li>Personal finance – EEL day</li> <li>Best buys</li> <li>Compound measures</li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Comparing and describing populations</li> <li>Interest and finance</li> <li>Best buys</li> <li>Conversions</li> </ul>	<ul style="list-style-type: none"> <li>Compound measures</li> <li>Modelling real-life situations</li> <li>Estimation</li> <li>Angles</li> <li>Trigonometry</li> <li>Loci</li> <li>Transformations</li> </ul>	<ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Exchange rates</li> <li>Sampling</li> </ul>	<ul style="list-style-type: none"> <li>Modelling real life situations – links with all departments.</li> <li>Maths Week</li> <li>Sequences and Fibonacci</li> </ul>
Science	<ul style="list-style-type: none"> <li>Career links relevant to each Science lesson.</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Bio/Combined Science –</li> </ul>	<ul style="list-style-type: none"> <li>Psychology – one unit is Psychological problems dealing</li> </ul>	<ul style="list-style-type: none"> <li>Planned but unfortunately cancelled (framework there) for London trip –</li> </ul>	

	<ul style="list-style-type: none"> <li>Y10 triple scientists Specsavers to discuss Eye</li> </ul>	<p>infectious disease and vaccination – COVID links.</p> <ul style="list-style-type: none"> <li>GCSE bio/Combined science. Drug discovery and development – medical research, animal testing, clinical trials.</li> <li>Stem cells</li> <li>Y10 Triple – agar plates/ antibiotic resistance/ hygiene</li> <li>Greenhouses – how we manipulate photosynthesis.</li> <li>Electricity in homes</li> <li>Bioleaching / phytomining / using electrolysis to extract/purify metals.</li> <li>Science Club</li> </ul>	<p>with causes/effects of addiction/depression.</p> <ul style="list-style-type: none"> <li>Reaction times and effect of exercise.</li> </ul>	<p>body world, centre of the cell, science museum. Easy to reset dates (Triple science)</p> <ul style="list-style-type: none"> <li>Psychology trip to Dana Prison with Sociology – work in class links with effectiveness of “punishment”</li> <li>Expeditions eg Nepal/Borneo</li> </ul>	
MFL	<ul style="list-style-type: none"> <li>Oxford Uni day</li> </ul>				
PE	<ul style="list-style-type: none"> <li>Lessons all focus on developing key skills and links these to how help in PE and how help in life (carers)</li> <li>All theory lessons have specific links to future careers.</li> <li>BTEC Sport course is planned around access to working in the Sports Industry.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Race for Life in lessons – raising funds.</li> <li>School fun run.</li> <li>Raising money for trips etc.</li> </ul>	<ul style="list-style-type: none"> <li>Whole unit focused of mental, physical, and social wellbeing.</li> <li>Health development planned into all schemes of learning.</li> <li>Focus of whole curriculum is on living a lifelong healthy lifestyle.</li> <li>Content of GCSE PE – focuses on health and how Sport helps.</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Rock climbing Trip</li> <li>Visits / Workshops form universities and colleges.</li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 vocabulary specific to Physical Education.</li> <li>Each Physical Activity – links to history / role models / misconceptions etc.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Develops independence and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to perform at live events.</li> <li>National / International competitions</li> </ul>	<ul style="list-style-type: none"> <li>Joining extracurricular clubs.</li> <li>Shows</li> <li>Song writing</li> </ul>	<ul style="list-style-type: none"> <li>AOS – Rhythms from around the world</li> </ul>	<ul style="list-style-type: none"> <li>English – Song writing</li> <li>History</li> </ul>

Drama	<ul style="list-style-type: none"> <li>Students will work in groups and perform their work to external audiences developing confidence and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Theatre trips</li> <li>School show</li> <li>Performance Evenings</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore and create drama on a wide range of stimuli including mental health and topic that a current in the world and students' lives</li> </ul>	<ul style="list-style-type: none"> <li>Watching a diverse range of theatre productions</li> <li>Study of Set text "The Crucible" themes of social pressure, slavery, hysteria, and McCarthyism</li> </ul>	<ul style="list-style-type: none"> <li>All drama schemes of learning are developed to have elements or promote SMSC</li> </ul>
History	<ul style="list-style-type: none"> <li>Lessons are focused around enabling students to develop self, paired and teamwork.</li> <li>Focus on skills needed to progress to A-Levels and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Cold War history is covered enabling student to link current events and world issues.</li> </ul>	<ul style="list-style-type: none"> <li>Less covered due to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Cold War history is covered enabling student to link current events and world issues.</li> </ul>	
Art and Photography	<ul style="list-style-type: none"> <li>In KS4 we look at, analyse, gain knowledge and skills, understand, and apply that understanding to our own work. This involves focus on art from around the world; different artists, photographers, craftspeople and designers, art from different cultures and careers in the billion-pound art industry</li> </ul>	<ul style="list-style-type: none"> <li>The SMHC nature of Art enables students to explore various issues including mental health, ambition, dreams, social responsibility, open-mindedness, challenging your parents' ideology – amongst many other issues related to the human condition – and how these traits are something which has and will be part of human nature.</li> </ul>	<ul style="list-style-type: none"> <li>The SMHC nature of our subjects enables students to explore various issues including mental health, ambition, social responsibility, open-mindedness, challenging your parents' ideology – amongst many other issues related to the human condition – and how these traits are something which has and will be part of human nature.</li> <li>Francis Bacon</li> <li>Jenny Saville</li> <li>Arnulf Rainer</li> <li>Are a few of names from the hundreds we refer to...</li> </ul>	<ul style="list-style-type: none"> <li>Trips to galleries pre Covid</li> <li>Virtual galleries in current times</li> </ul>	<ul style="list-style-type: none"> <li>Links to Maths with proportion and shape and line and pattern and golden section</li> <li>Links to English, context, meaning, narrative...</li> <li>History and Geography depending on where the artists were from and what was going on at the time..</li> <li>DT- drawing</li> <li>Perspective etc</li> </ul>
RS and Sociology	<ul style="list-style-type: none"> <li>Sex and relationships unit</li> </ul>	<ul style="list-style-type: none"> <li>What is social justice unit. Work of Islamic relief and Christian aid.</li> </ul>		<ul style="list-style-type: none"> <li>Trip to Dana Prison with Sociology</li> <li>Or Magistrates visit</li> <li>Introduction of cultures and their relativity</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>Town planning and improvements to urban areas (relevant knowledge and skills for careers path).</li> </ul>	<ul style="list-style-type: none"> <li>Inequality in urban environments: Mexico City and Birmingham.</li> </ul>	<ul style="list-style-type: none"> <li>Physical fieldwork, a visit to Carding Mill Valley. Opportunities for leisure and recreation in a rural setting.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast between urban and rural areas in developed, emerging and developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy skills (analysis of data and map work)</li> </ul>

<p>Computing and Business</p>	<ul style="list-style-type: none"> <li>• Careers in computing is talked about a lot in all areas of the computing curriculum.</li> <li>• Personal experience using the theory we teach and showing how it can be applied practically.</li> <li>• Links to industry – current development in IT</li> <li>• How to start and run an enterprise, career choices, financial planning and management</li> <li>• Types of employment</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical, Legal and environmental impacts of computing</li> <li>• Promote the use of efficient code when programming.</li> <li>• Financial impacts business can have on Tax, managing money, current issues facing businesses and how they cope with failures</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging safe use of Technology – Screen time, content rated material.</li> <li>• Understand the legislation regarding the use of Technology and its importance.</li> <li>• Esafety – links to Cyber bullying</li> <li>• Skills and Characteristics of business owners, and the stress and responsibility on them</li> </ul>	<ul style="list-style-type: none"> <li>• How technology is connected through networks, to create global connections, and communication</li> <li>• Email, Social Media, Messaging technology</li> <li>• How business is a global thing and are impacted by affairs from all over the world. How they can affect finance, sales on a global scale</li> </ul>	<ul style="list-style-type: none"> <li>• Strong links to Mathematics when looking at Data Representation.</li> <li>• Programming using logic and reasoning.</li> <li>• MFL links Programming languages</li> </ul>
<p>PSHE and Careers</p>	<ul style="list-style-type: none"> <li>• Evaluating strengths and setting goals</li> <li>• Exploring career choices and LMI</li> <li>• Types of employment</li> <li>• Contracts</li> <li>• Rights and responsibilities at work</li> <li>• Discrimination in the workplace</li> <li>• Challenging prejudice</li> <li>• Research and prep for WEX</li> <li>• WEX</li> <li>• Employability skills</li> <li>• Online Safety</li> <li>• Confidentiality in the workplace</li> <li>• Law relating to honour based violence and forced marriage</li> <li>• Cultural practice and diversity in relationships</li> <li>• Healthy and unhealthy relationships</li> <li>• National Apprenticeship week</li> </ul>	<ul style="list-style-type: none"> <li>• Eco Committee Takeover Sessions – Plastic Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Managing unhealthy habits and addictions (inc gambling)</li> <li>• Mental and physical consequences of substance misuse</li> <li>• How industry and media can influence health choices</li> <li>• First aid inc CPR</li> <li>• Tattoos and piercings</li> <li>• Cancer awareness and self examination</li> <li>• Mental Health &amp; wellbeing</li> <li>• Body image inc eating disorders</li> <li>• Sexual health and pregnancy</li> <li>• Blood/ organ / stem cell donation</li> <li>• mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual insight days</li> <li>• Critical thinking trip to Wrekin College</li> <li>• Virtual WEX placements</li> <li>• Careers in Curriculum Weeks</li> </ul>

	<ul style="list-style-type: none"> <li>- various activities and Q&amp;A</li> <li>• Using Start Profile for Careers</li> </ul>				
DT	<ul style="list-style-type: none"> <li>• Child Development- Nutrition during pregnancy. Pre-conceptive health.</li> <li>• Food Preparation and Nutrition- Nutrition; Nutrition related illnesses; Sustainability and food miles</li> <li>• Design &amp; Technology- New &amp; emerging technologies; sustainability.</li> <li>• Packaging, recycling, Renewable energies and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Fairtrade. Immunisations. Innovative design. Labelling legislation and nutritional analysis for healthy choices.</li> <li>• Waste reduction, issues with environment linked to packaging and materials and energy</li> </ul>			<ul style="list-style-type: none"> <li>• Geography, science.</li> </ul>