Year 10 CURRICULUM MAP 2024-2025

Key: What are students learning?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC	**TOPIC**	**TOPIC**	**TOPIC**	**TOPIC**	**TOPIC**
English	**Non-Fiction** **Viewpoint** **Reading & Writing** Chapter 4 Autobiography & Reflection Transactional Rd & Wt Speech / Discussion **What are students learning?** **Non-Fiction**: Viewpoints (reading and writing). **Autobiography & Reflection**: Focus on personal experiences and reflections. **Transactional Reading and Writing**: Writing speeches and discussions.	**Creative Non-Fiction** **Viewpoint** **Reading & Writing** Chapter 5 Witnesses & Reports Transactional Rd & Wt Speech / Discussion **What are students learning?** **Creative Non-Fiction**: Viewpoint writing, analysis of witnesses and reports. **Transactional Reading and Writing**: More emphasis on speeches and discussions	**Fiction** **Creative Reading & Writing** Chapter 1 Plot & Pace Language Focus Description **What are students learning?** **Fiction**: Creative reading and writing (focus on plot and pace). **Language Focus**: Description techniques.	**Fiction** **Creative Reading & Writing** Chapter 2 Genres & Themes Narrative Structure Focus **What are students learning?** **Fiction**: Creative reading and writing (Genres and Themes). **Narrative Structure Focus**: Understanding how stories are organized. **Viewpoints and Perspectives**: Analysing different perspectives within stories.	**Viewpoints & Perspectives** Chapter 6 Viewpoints & Issues Functional Skills E3/L1 Mock Exam GCSE Viewpoints & Perspectives **What are students learning?** **Viewpoints & Issues**: Exploring deeper issues in non-fiction. **Functional Skills**: Focus on speaking and listening.	**Viewpoints & Perspectives** Chapter 3 People & Voices Functional Skills E3/L1 Functional Skills Speaking & Listening Mock Exam GCSE **What are students learning?** **People & Voices**: Analysing real-world issues. **Functional Skills**: Speaking and listening assessments. **Mock Exams**: Preparation for GCSE assessments.

Maths	**Baseline Assessment:** Pupil tracking and target setting **Number:** Multiples, factors and primes Rounding and estimating **Algebra:** Algebraic expressions Formulas **End of Units 1-2 Assessment** Pupil tracking and target setting **What are students learning?** **Baseline Assessment:** Tracking student progress through initial assessments. **Number:** Topics include multiples, factors, primes, rounding, and estimating. **Algebra:** Introducing algebraic expressions and	**Rates of Change:** Fractions Percentages **End of Units 3-4 Assessment** **End of Term 1-2 Assessment** Pupil tracking and target setting **Algebra:** Equations Sequences and functions Inequalities **What are students learning?** **Rates of Change**: Fractions and percentages, focusing on practical applications of both. **Algebra**: Continue with equations, sequences, and inequalities, introducing how to solve for unknown variables.	**Geometry:** Angle rules **Statistics:** Averages and spread **End of Units 5-7 Assessment** Pupil tracking and target setting **Geometry:** Perimeter and area Surface area and Volume **What are students learning?** **Algebra**: Focus on solving equations, understanding sequences and functions, and inequalities. **Geometry**: Angle rules, learning the properties of different angles in geometrical shapes and how they relate to each other.	**Algebra:** Coordinates and graphs **Geometry:** Translation and Reflection Rotation and enlargement **End of Units 8-10 Assessment** **End of Term 1-2 Assessment** Pupil tracking and target setting **Rates of Change:** Ratio and proportion **What are students learning?** **Geometry**: Focus on calculating perimeter, area, surface area, and volume of different shapes (2D and 3D). **Algebra**: Introduction to graphing	**Geometry:** Pythagoras Theorem Trigonometry **End of Units 11-12 Assessment** Pupil tracking and target setting **Statistics:** Probability Sets and Venn Diagrams **What are students learning?** **Rates of Change**: Understanding ratio and proportion, with a focus on problem-solving in real-life contexts. **Geometry**: Study of Pythagoras' Theorem and basic trigonometry for right-angled triangles.	**Rates of Change:** Percentages and proportion Units and scales Compound measures **End of Units 13-14 Assessment** **End of Year Assessment** Pupil tracking and target setting **Geometry:** 2D and 3D shapes Constructions and loci **What are students learning?** **Statistics**: Study of probability and sets, including Venn diagrams to represent data sets. **Rates of Change**: Focusing on compound measures, percentage increases/decreases, units, and scales. **Geometry**: Study of 2D and 3D shapes, constructions,

	formulas, with an emphasis on simplifying expressions.		**Statistics**: Calculating averages (mean, median, mode) and understanding data spread (range).	coordinates and understanding the basics of linear graphs. **Geometry**: Transformation topics like translation, reflection, rotation, and enlargement of shapes.		and loci (set of points that satisfy a given condition).
Science	Baseline Assessment: Pupil tracking and target setting. Elements & Compounds **What are students learning?** **Atoms & Elements**: Learning about atoms, elements, and the periodic table. Understanding how elements combine to form compounds.	Elements & Compounds **What are students learning?** **Forms of Energy**: Exploring kinetic, potential, thermal, chemical, and electrical energy. Energy conservation and energy efficiency	Energy Use **What are students learning?** **Cell Structure & Function**: Studying plant and animal cells, their structures, and functions (e.g., mitochondria, nucleus). Introduction to cell division (mitosis).	Energy Use Cells **What are students learning?** **Methodology**: Introduction to the scientific method, including formulating hypotheses, conducting experiments, and analysing results.	Cells **What are students learning?** **Structure and Function of the Heart**: Students learn how the heart works to pump blood throughout the body, focusing on the heart chambers, valves, and blood flow. **Blood Vessels**: Understanding the role of arteries, veins, and capillaries in circulation and how their structures relate to their functions.	Cells Scientific Investigation **What are students learning?** **Ecosystems**: Students explore how organisms interact with each other and their environment. They will learn about **food chains** and **food webs**, as well as **energy transfer** in ecosystems. **Biomes and Habitats**: Study of different biomes (e.g., deserts, rainforests, temperate forests.

RSHE	Unit 3 LO1 Understand how the choices I make and the risks I take impact on my health and relationships LO 2 Understand how prejudice, discrimination and bullying can arise and how these can affect mental health **What are students learning?** **Focus:** Students will explore how their choices (diet, exercise, friendships, risky behaviours) can affect both their physical and mental health, as well as how they relate to others. They'll learn about the consequences of risky behaviours (e.g., substance use, unprotected sex, unhealthy coping mechanisms).	LO 3 Understand my own mental health and how to recognise signs of mental ill-health in myself and others LO 4 Understand how substances can affect wellbeing **What are students learning?** **Focus:** Self-awareness of mental health is key here. Students will learn how to spot the signs of mental ill-health, both in themselves and others. They will also examine the importance of seeking help when necessary. **Activities:** Reflective exercises, journals, and using mental health checklists to assess well-being. This might also include learning about mental health	LO 5 Understand that respect and choice underpin healthy intimate relationships LO 6 Understand how change can affect mental health **What are students learning?** **Focus:** Students will delve into the essential components of healthy relationships, with a focus on respect, trust, communication, and mutual consent. **Activities:** Discussions, role-playing, and analysing case studies to explore how respect and choice are fundamental in intimate relationships. This could include understanding boundaries, the importance of consent, and how to manage	Unit 3 Recap and redraft Unit 4 LO 1 Understand how to be safe in my online and offline relationships **What are students learning?** **Focus:** This learning outcome focuses on safety in both real-life and digital relationships. It covers topics such as online bullying, privacy, and how to set boundaries both in-person and online. **Activities:** Workshops on digital safety, discussions around online behaviour and consequences, and understanding the importance of protecting personal information.	LO 2 Understand how equality and inequality can affect relationships LO 3 Understand how relationships and being part of a community can support people **What are students learning?** **Focus:** This outcome highlights the importance of social connections, support systems, and community in maintaining mental and emotional well-being. Students will learn how strong relationships and support networks can positively influence mental health. **Activities:** Group work on building supportive networks, discussing community involvement (e.g., volunteering, being part of clubs), and exploring the impact of	Unit 4 LO 4 Understand how to take responsibility for my health and for preventing future health problems LO 5 Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing **What are students learning?** **Focus:** This outcome reinforces the idea that healthy intimate relationships rely on love, trust, and respect. It also explores what happens when these elements are lacking, potentially leading to toxic or abusive relationships. **Activities:** In-depth discussions about healthy vs. unhealthy relationships, exploring the impact of abuse, and learning about

	Activities: Discussions on personal decision-making, case studies on risky behaviours, and strategies for making healthier choices. **Focus:** Students will investigate the causes and effects of prejudice, discrimination, and bullying, understanding their impact on both individuals and society. This could include exploring racism, sexism, homophobia, and other forms of discrimination. **Activities:** Role-playing scenarios, group discussions, and analysis of case studies that show the emotional and mental health consequences of discrimination.	services and how to access help. **Focus:** This outcome explores how substances like alcohol, drugs, nicotine, and prescription medication can impact mental and physical health, both in the short and long term. **Activities:** Investigating the effects of substances on the brain and body, using scientific resources and case studies to understand the risks associated with substance misuse.	disagreements in a relationship. **Focus:** This topic is about understanding that change—whether positive (e.g., graduating, getting a job) or negative (e.g., losing a loved one, family breakdown)—can have a major impact on mental well-being. Students will learn how to manage change effectively. **Activities:** Learning coping strategies, journaling exercises, and group discussions around personal experiences of change. Practicing resilience and stress-management techniques.	**Focus:** Students will learn about the effects of inequality (in terms of gender, race, socioeconomic status, etc.) on relationships and how unequal power dynamics can lead to unhealthy behaviours or situations. **Activities:** Case studies exploring issues of inequality in relationships, discussions about social justice, and how students can challenge inequality in their own lives.	positive relationships on well-being. **Focus:** Students will learn about taking personal responsibility for their physical and mental health. This involves making choices that prevent future health problems, such as eating well, exercising, and avoiding harmful substances. **Activities:** Health goal setting, developing personal health plans, and exploring long-term strategies for maintaining well-being.	how to foster trust and respect in relationships.
PE	NCFE – Participating in a sport activity Badminton Fitness test	NCFE – Participating in a sport activity Anatomy and Physiology for Exercise Badminton/Basketball	NCFE – Anatomy and Physiology for Exercise Basketball Fitness test	NCFE – Understanding Business in Sport Table tennis Fitness test	NCFE – Preparing to work in the Sport and Leisure Industry Table tennis/Football Fitness test	NCFE – *Preparing to work in the Sport and Leisure Industry* Cricket

	What are students learning? Developing their physical fitness and sporting skills in activities like badminton, basketball, table tennis, and football. Understanding anatomy and physiology as it relates to exercise. Fitness Testing: Measuring personal fitness levels and tracking progress.	Fitness test **What are students learning?** Developing their physical fitness and sporting skills in activities like badminton, basketball, table tennis, and football. Understanding anatomy and physiology as it relates to exercise. Fitness Testing: Measuring personal fitness levels and tracking progress.	**What are students learning?** Developing their physical fitness and sporting skills in activities like badminton, basketball, table tennis, and football. Understanding anatomy and physiology as it relates to exercise. Fitness Testing: Measuring personal fitness levels and tracking progress.	**What are students learning?** Sport Careers: Gaining an understanding of the sports industry, including the business and employment aspects of sports and leisure. Preparing for a potential career in sport management or coaching through NCFE qualifications.	**What are students learning?** Sport Careers: Gaining an understanding of the sports industry, including the business and employment aspects of sports and leisure. Preparing for a potential career in sport management or coaching through NCFE qualifications	**What are students learning?** Understanding different roles within the sports and leisure industry, including coaching, management, facility operation, and customer service. For cricket, they might learn skills like basic techniques (batting, bowling, fielding), rules of the game, and strategies. They could also cover how to coach or train others in cricket. Knowledge of safety standards, injury prevention, and first aid relevant to sports environments.
ICT	**Weeks 1-2: Introduction to ICT and Digital Literacy** Objectives: Understand the definition and importance of ICT.	**Advanced Word Processing and Spreadsheets (Weeks 7-12)** **Weeks 7-8: Advanced Word Processing**	**Database Management (Weeks 13-18)** **Weeks 13-15: Introduction to Databases**	**Weeks 19-21: Presentation Software** Objectives: Learn to create effective	**Cyber Security Fundamentals (Weeks 25-30)** **Weeks 25-27: Introduction to Cyber Security**	**Weeks 31-34: Final Project** Objectives: Apply learned ICT skills in a comprehensive project.

	Identify various ICT tools and their uses. Content: Introduction to ICT and digital literacy. Overview of common ICT tools. Activities: Group discussions and presentations. Workbook activities on matching tools with functions. **Weeks 3-4: Computer Components and Operating Systems** Objectives: Identify the main components of a computer and their functions.	Objectives: Master advanced word processing features. Create and format complex documents. Content: Advanced formatting, styles, and templates. Inserting tables, images, and charts. Activities: Creating professional documents with advanced features. Peer review and feedback sessions. **Weeks 9-10: Introduction to Spreadsheets** Objectives: Understand the purpose and functions	Objectives: Understand the role of databases and how to manage them. Create and manipulate simple databases. Content: Introduction to database software (Microsoft Access, SQL basics). Creating tables, queries, and reports. Activities: Designing and populating databases. Workbook activities on database queries and management. **Weeks 16-18: Advanced Database Techniques** Objectives:	presentations using software tools. Apply design principles to enhance presentation quality. Content: Introduction to presentation software (Microsoft PowerPoint, Google Slides). Designing slides, using animations and transitions. Activities: Creating and delivering presentations. Peer evaluations and feedback. **Weeks 22-24: Internet Safety and Digital Citizenship** Objectives:	Objectives: Learn the basics of cyber security. Understand common threats and how to protect against them. Content: Types of cyber threats (malware, ransomware, etc.). Basic protection strategies (antivirus, firewalls). Activities: Workbook exercises on identifying threats. Group discussions on personal cyber security measures. **Weeks 28-30: Advanced Cyber Security Concepts** Objectives:	Demonstrate project management and teamwork skills. Content: Final project: Plan and execute an ICT-related project (e.g., creating a website, designing a database). Activities: Project work: planning, execution, presentation. Peer reviews and feedback sessions. **Weeks 35-36: Review and Consolidation** Objectives: Review and consolidate key concepts from the year. Prepare for final assessments. Content:

	Understand the role and functions of operating systems. Content: Hardware components: CPU, RAM, Hard Drive, etc. Types and functions of operating systems. Activities: **Weeks 5-6: File Management and Basic Software Applications** Objectives: Understand basic file management techniques. Use basic software applications for everyday tasks. Content: Creating, organizing, and managing files and folders.	of spreadsheet software. Perform basic calculations and data analysis. Content: Introduction to spreadsheet software (Microsoft Excel, Google Sheets). **Weeks 11-12: Intermediate Spreadsheets** Objectives: Use intermediate spreadsheet functions and features. Create charts and graphs to represent data visually. Content: Functions such as SUM, AVERAGE, and IF statements.	Apply advanced database functions and techniques. Understand the principles of database design and normalization. Content: Advanced queries and forms. Database design principles. Activities: Complex database projects. Peer evaluations and feedback. **What are students learning?** Understand basic file management techniques, including	Understand the importance of internet safety. Learn about safe online practices and avoiding cyber threats. Content: Online privacy, cyberbullying, phishing. Responsible digital behaviour. Activities: Role-playing scenarios on internet safety. Creating internet safety awareness posters. **What are students learning?**	Apply advanced cyber security strategies. Understand the importance of data protection and privacy. Content: Advanced security measures (encryption, multi-factor authentication). Data protection laws and best practices. Activities: Cyber security simulations. Research projects on data protection. **What are students learning?** Understand the role and importance of databases in managing information.	Review sessions covering all major topics. Activities: Review quizzes and group discussions. Final assessments and feedback. **What are students learning?** Learn the principles of internet safety, privacy, and responsible digital behaviour. **Internet Safety**: Understanding online risks (e.g., cyberbullying, phishing, online scams), securing personal information, and using privacy settings effectively. **Digital Citizenship**: Discussing responsible and ethical behaviour online,

	Introduction to word processors, spreadsheets, and presentation software. Activities: Workbook exercises on file management. Practical tasks using basic software applications. **What are students learning?** Understand what ICT is and why it's important. Learn how ICT tools are used in daily life and various industries. Overview of ICT: What is ICT? Its role in modern society (education, business, communication). **Digital Literacy**: What it means to be digitally literate, understanding	Creating and customizing charts. **What are students learning?** Learn about the **physical components** of a computer and their functions. Understand how **operating systems** work and how they interact with hardware and software. **Hardware Components**: Introduction to the basic hardware components of a computer (e.g., CPU, RAM, Hard Drive, Graphics Card, etc.). **Operating Systems**: Overview of operating systems (e.g., Windows, macOS, Linux), their functions, and how they manage	organizing, creating, and deleting files. Use basic software applications to complete tasks. **File Management**: Creating, organizing, and managing files and folders (e.g., file naming conventions, folder structures, and file extensions). **Word Processors**: Introduction to word processors (e.g., Microsoft Word, Google Docs) and how to use them for formatting documents, adding text, and images. **Spreadsheets**: Introduction to spreadsheet software (e.g., Excel, Google Sheets), focusing on entering data, simple formulas, and basic data organisation.	Master more advanced features of word processing and spreadsheet software. **Advanced Word Processing**: Formatting long documents, using tables, styles, templates, inserting images and charts, and using references (footnotes, endnotes, citations). **Advanced Spreadsheets**: More complex spreadsheet functions (e.g., IF statements, VLOOKUP, conditional formatting), creating graphs and charts, data validation.	Learn how to create and manipulate databases. **Databases**: What databases are, types of databases (relational databases), and their uses (e.g., storing customer information, product inventories). **Creating Tables**: Introduction to creating tables and understanding fields, records, and data types. **Queries and Reports**: Basic database queries (e.g., searching for specific information) and creating simple reports.	including respect for others' rights and the importance of online reputation. **Cyberbullying**: Recognising, preventing, and dealing with cyberbullying. Resources for support.

	digital devices (computers, smartphones, etc.), and navigating the internet safely. **Common ICT Tools**: Introduction to word processors, spreadsheets, databases, and presentation software.	hardware and software resources. Basic **file management**: Saving, organizing, and locating files on a computer.				
Personal Development	**Living in the Wider World (Media and digital literacy)/ Community and Responsibility** Role Models Misogyny and Sexism **Living in the Wider World (Media and digital literacy** Photoshop- airbrushing – fake news **Living in the Wider World/ Personal Safety** Harassment and Stalking Gangs – County Lines **Living in the Wider World/ Money** Money Laundering	**Physical Health –** Substance Misuse The Importance of Basic First aid Healthy eating (cooking fajitas and stir-fry) **Mental Health –** Dealing with Anger and Frustration Social Media and Online Stress **What are students learning?** Understand personal safety, particularly in the digital world.	**Bullying and Discrimination –** Hate Crime Bullying **British Values (tolerance)** British Values and Identity Democracy Explored **Community and Responsibility** Community Cohesion **What are students learning?** Understand the importance of managing money.	**Community and Responsibility –** How do I make decisions? **Money and Work –** Careers and Aspirations Finding Careers Information Developing a Positive Work Ethic Employability and Enterprise Skills **What are students learning?** Explore the concept of human rights and	**Money and Work** Maintaining a Healthy diet on a budget **Community and Responsibility** Moral, Legal and Political Rights Human Rights Decisions and Accountability Modern Day Slavery Becoming a Responsible Citizen **What are students learning?** Understand the importance of maintaining	**Preparation for next stage** Preparing for Year 11 Post 16 Options Personal Statement End of Term Activities Booklet Interview Prep **Revision and Memory** How to Revise **What are students learning?** Prepare for the transition to the next stage of education or the workforce.

	Growing and Changing Growth mindset **What are students learning?** Understand the impact of media and digital technologies on society. Develop skills to critically evaluate media and digital content. Media Literacy: Understanding how the media shapes perceptions of the world. How media is used to inform, entertain, and persuade. Digital Literacy: Exploring the role of technology in our lives, the ethical implications of digital platforms, and the importance of digital citizenship. Fake News and Photoshop: Discussing	Learn how to deal with harassment, stalking, and understand the dangers of gangs and county lines. **Harassment and Stalking**: Definitions, the psychological impact of harassment and stalking, how to recognize the signs, and how to seek help. **Gangs and County Lines**: Understanding the dangers of gang culture and criminal exploitation through county lines (when drugs are trafficked across counties). Recognizing the signs of involvement and how to get help.	Explore different career paths and develop employability skills. **Money and Budgeting**: Understanding how to manage personal finances, creating a budget, saving money, and making informed decisions about spending. Focus on maintaining a healthy financial balance. **Careers and Aspirations**: Exploring different career options, learning about the skills and qualifications required, and how to plan for a career. **Developing a Positive Work Ethic**: Learning about the importance of punctuality, professionalism, and teamwork in the workplace.	the responsibilities that come with them. Understand the impact of laws and political systems on individuals and communities. **Human Rights**: Introduction to the Universal Declaration of Human Rights and key human rights issues globally. Understanding how these rights apply to individuals in different contexts (e.g., freedom of speech, education, and privacy). **Moral and Legal Rights**: Understanding the difference between moral rights (e.g., fairness) and legal rights (e.g., voting, protection under the law).	both mental and physical health. Learn strategies for dealing with stress and building resilience. **Mental Health**: Understanding different mental health conditions (e.g., anxiety, depression), how to recognize signs of mental health issues in oneself and others, and where to get help. **Social media and Online Stress**: Discussing the pressures created by social media, including issues like body image and comparison, and how to manage stress in the digital age. **Physical Health**: Introduction to the importance of exercise, healthy eating, and sleep hygiene. Discussing substance misuse (e.g., alcohol, drugs) and the	Reflect on personal development and set goals for the future. **Post-16 Options**: Introduction to post-16 education options (e.g., college, apprenticeships, vocational training). Discussing different pathways and how to choose the best option based on personal interests and strengths. **Personal Statements**: Learning how to write a compelling personal statement for college or job applications, focusing on achievements, goals, and skills. **Interview Preparation**: Understanding the interview process, including common questions, how to present oneself, and making a good impression. **Growth Mindset**: Understanding how to

	airbrushing in media, how digital manipulation affects perceptions of reality (e.g., Photoshop and filters in social media). Analysing the consequences of misinformation and fake news.			**Political Rights**: Introduction to democracy, voting rights, and the role of citizens in political processes. Students explore how laws are created and how they affect everyday life.	importance of making healthy lifestyle choices. **First Aid**: Basic first aid skills, including how to deal with minor injuries, CPR, and when to seek medical help.	develop a growth mindset, the importance of resilience, and how to learn from challenges.

Year 10 Curriculum Map 2024-2025: Reading, Numeracy, and Assessment Opportunities

Below is an outline of reading opportunities, numeracy opportunities, and assessment opportunities for each subject based on the curriculum map provided.

English

Reading:

- Autumn 1 & 2: Non-fiction texts exploring viewpoints and autobiographies provide reading opportunities. Students analyse the perspectives of different authors in autobiographical works, speeches, and reports.
- Spring: Fiction texts in Creative Reading & Writing (Genres, Themes, Plot & Pace) offer opportunities to analyse narrative structure and descriptive techniques. Students read and interpret various genres and themes in literature.
- Summer 1 & 2: Further reading on Viewpoints & Issues allows students to explore deeper societal issues through non-fiction. Texts in this section provide opportunities to assess how perspectives shape arguments, as well as witness and report writing.

Numeracy:

- While English does not directly focus on numeracy, students may engage with numerical data in non-fiction texts (e.g., statistical information, timelines, and reports).

- GCSE Writing assessments could include interpreting data in reports or using statistics effectively in persuasive arguments or speeches.

- Assessment:
  - Autumn: Assessments include writing speeches and discussions, with tracking and target-setting based on progress in Transactional Writing.
  - Spring: Mock exams for both GCSE and functional skills (reading, writing, speaking). Assessing understanding of viewpoints, issues, and fiction.
  - Summer: End-of-year assessments in fiction and non-fiction reading and writing, including mock GCSEs, with a focus on analysis, synthesis, and personal reflection.

Maths

- Reading:
  - Autumn: Reading and interpreting word problems in topics like multiples, factors, and fractions provides students with opportunities to practice mathematical literacy.
  - Spring: Students will read algebraic expressions and geometric descriptions. Word problems in probability and statistics provide further reading opportunities.
  - Summer: Geometry problems and understanding mathematical formulas in worded questions (e.g., volume, surface area, or transformations) require careful reading and interpretation.
- Numeracy:
  - Autumn: The entire curriculum provides foundational numeracy opportunities, especially in Number (multiples, factors, primes, rounding), Algebra (expressions, formulas), and the beginning of Rates of Change (fractions, percentages).
  - Spring: More advanced numeracy in Algebra (equations, inequalities, sequences), Geometry (angle rules, perimeter, area), and Statistics (averages, range, data analysis).
  - Summer: Students apply numeracy to solve complex problems in Geometry (Pythagoras, Trigonometry), Statistics (probability), and Rates of Change (compound measures, percentages).
- Assessment:
  - Autumn: End-of-unit assessments in Number and Algebra (simplification, formulas, fractions), with target-setting and progress tracking.
  - Spring: End-of-term assessments covering Algebra (equations, sequences), Rates of Change (fractions, percentages), and Geometry (angles, perimeter, area). These assess both written and applied mathematical skills.
  - Summer: Final assessments test students on the full breadth of Algebra, Geometry, and Statistics, often including real-life application questions and multi-step problems.

Science

- Reading:
  - Autumn: Texts on atoms, elements, and energy conservation require students to read and understand scientific concepts. Articles on energy use and scientific investigations will deepen reading comprehension.
  - Spring: Cells, circulation, and ecosystems provide opportunities to read scientific articles, case studies, and data on biological systems, energy transfer, and environmental interactions.
  - Summer: Students engage with biomes, scientific investigations, and cell functions texts, requiring reading comprehension and application of scientific knowledge.
- Numeracy:
  - Autumn: Students encounter numerical data when studying atoms (atomic structure) and energy (energy conversion and efficiency). Opportunities for numeracy occur in calculating energy values or interpreting data on chemical reactions.
  - Spring: In studying cell division, heart structure, and ecosystems, students will encounter graphs, data tables, and probability problems.
  - Summer: In exploring biomes, students may calculate energy transfer efficiency and population dynamics in ecosystems, involving basic statistical calculations and data interpretation.
- Assessment:
  - Autumn: Formative assessments include quizzes and written reports on energy conservation, atoms, and scientific methods.
  - Spring: Summative assessments test knowledge in cells, heart structure, and ecosystem dynamics. These may involve both written and practical components.
  - Summer: End-of-year exams on the full curriculum with focus on biological processes, scientific investigations, and ecology.

PE

Reading:

- Autumn to Summer: Reading materials related to health, fitness, and sports science may include articles, case studies, or reports on physical well-being, fitness assessments, and training programs.

Numeracy:

- Autumn to Summer: Numeracy opportunities include calculating fitness levels (heart rate, BMI, target zones for exercise), interpreting performance data, and tracking improvements over time (e.g., running times, distances).

- Spring & Summer: Students may need to calculate exercise intensity, interpret data in fitness tests, or analyze trends in physical activity levels.

Assessment:

- Autumn: Fitness assessments and skills-based tests in various sports.
- Spring: Summative assessments of physical performance and understanding of health principles (e.g., nutrition, injury prevention).
- Summer: End-of-year assessments could include practical assessments in various sports and a final written test on health, fitness, and physiology.

RSHE

Reading:

- Autumn to Summer: Students will read case studies, reports, and articles on mental health, substance misuse, relationships, and online safety. These readings will help them reflect on personal choices and societal issues.

Numeracy:

- Autumn to Summer: Numeracy opportunities are less direct but may arise in the context of interpreting survey data or statistics related to mental health and substance misuse. For example, students may analyse data on the prevalence of mental health conditions or the impact of bullying.

Assessment:

- Autumn: Students complete written assignments and case study analyses on topics like prejudice, bullying, and health choices.
- Spring: Reflective journals and group discussions on topics like mental health, substance misuse, and intimate relationships.
- Summer: End-of-year assessments that may include written reports, personal reflections, and case study evaluations on topics related to health, relationships, and well-being.

ICT

Reading:

- Autumn to Summer: ICT involves reading and interpreting manuals, help guides, and text-based tasks (e.g., how to use software). As students work on projects like databases and spreadsheets, they will need to read through instructions and guides.

Numeracy:

- Autumn to Summer: ICT often involves numeracy skills, especially when working with spreadsheets, calculating data, and interpreting graphs. Students will use formulas (e.g., SUM, AVERAGE, IF statements) and data analysis techniques.

Summer: In the final project, students may need to use data management tools, create complex reports, and analyse data sets.

Assessment:

- Autumn: Students are assessed through practical assignments on ICT literacy, basic software applications, and file management.
- Spring: Practical assessments in advanced word processing, spreadsheets, and database management.
- Summer: Final projects where students apply all their ICT skills (e.g., creating a website or designing a database) are assessed, along with end-of-year reviews and summative tests on key concepts.