

**Penwortham Priory Academy Year 10 Curriculum Plan**

	<b>Autumn Half term 1</b>	<b>Autumn Half term 2</b>	<b>Spring Half term 1</b>	<b>Spring Half term 2</b>	<b>Summer Half term 1</b>	<b>Summer Half term 2</b>
<b>English</b>	Identity-Poems About Identity (3 weeks)  Mother Nature- Poems and Language fiction extracts about NATURE (4 weeks)	The POOR and the RICH- 19th Century London and A Christmas Carol (lit)  Creative Writing (Lang)	Shakespeare’s Macbeth	The War - Language Non-Fiction and poetry about WAR.	Mental Struggle Poetry and My Opinion (Language and Spoken Lang)	Abuse of Power Poetry (Lit)  CREATIVE WRITING-  The Confession (lang)
<b>Maths</b>	Percentages Probability and Venn Diagrams Compound Measures	Estimations and Limits of Accuracy Congruence and Similarity Inequalities and Inequations	Indices, standard form and surds Trigonometry in RA triangles	Arithmetic and Geometric Sequences Volume and Surface Area Formula and Kinematics	Non-Linear Graphical functions Non-RA Trigonometry	Area and arc length of sectors Modelling Variations Circle Theorems
<b>Foundation Maths</b>	Patterns and Sequences Ratio and Proportion	Constructions and Scale Drawings Percentages	Accuracy and Rounding Circles	Solving and Setting up equations Compound Measures	Pythagoras’ Theorem Linear Graphs	Inequalities Transformations and Vectors
<b>Science</b>	B2 Organisation C2 Chemical bonding P2 Electricity	B2 Organisation C2 Chemical bonding P2 Electricity	B7 Ecosystems C9 Atmosphere P4 Particles	B3 Infection and response C6 Rate of reaction C8 Chemical analysis P7 Electromagnetism	B5 Homeostasis C4 Electrolysis P5 Forces	B5 Homeostasis C4 Electrolysis P5 Forces
<b>French</b>	Nous sommes famille! Theme 1 - Me, my family and Friends	Entre amis Theme 1 - Me, my family and Friends	Que faire quand il pleut des cordes ? Theme 2 - Free-time	C’est la fête ! Theme 1 - Customs and Festivals	Bienvenue chez-nous ! Theme 2 - Home, town, neighbourhood and region	Le monde en danger Global Issues 2
<b>History</b>	How was modern America born in the 1920s and 1930s?	In what ways did US society change in the years 1955-1973?	Did the League of Nations build a more peaceful world?	Was Hitler solely responsible for the Second World War?	How much change was there in medicine in the period c1000-c1500?	
<b>Geography</b>	River Technique Write-up. (Rivers Paper 1) Liverpool – Our Chosen City (Changing Cities Paper 2)	What makes Liverpool Unique? (Changing Cities Paper 2)	How does Mumbai compare to Liverpool? (Changing Cities Paper 2)	The two-speed nature of development at different scales (Development Paper 2)	The impacts of rapid development (Development Paper 2)	Tropical Cyclones and the ITCZ (Weather & Hazards Paper 1)
<b>Art and Design</b>	How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome, utilising contextual research and observations?		How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome, through experimentation and planning?		How can the visual theme of personal choice be developed into a GCSE extended outcome, utilising contextual research and observations?	

<b>Child Development</b>	<p>Different Childcare provisions / settings</p> <p>What are the different features of local Childcare provision?</p> <p>What are the responsibilities of professionals in a childcare setting?</p>	<p>Meeting children's needs</p> <p>What are the different needs of children?</p> <p>How are these met within a childcare setting?</p> <p>How can using observation can help appropriate provision?</p>	<p>Coursework – Unit 1</p> <p>Different childcare settings</p> <p>Professional standards and expectations.</p> <p>Policies and procedures</p> <p>Inclusion and diversity</p> <p>Learning styles</p>	<p>Holistic child development</p> <p>What are the holistic developmental expectations of children aged 0-5 years?</p>	<p>Developmental Milestones.</p> <p>How are different areas of development measured?</p> <p>What are the different patterns of development for children aged 0-5 years.</p>	<p>Four main areas of development.</p> <p>What are the key developments for children?</p> <p>Physically?</p> <p>Language?</p> <p>Intellectually?</p> <p>Socially and emotionally?</p>
<b>Computer Science</b>	<p>Programming – Practical</p> <p>Why is programming important?</p>	<p>Data Representation</p> <p>How do you turn electricity into words, images and sound?</p>	<p>Logic &amp; Programming Languages</p> <p>How do computers process data?</p>	<p>Programming Theory &amp; Practical</p> <p>Why is programming important</p>	<p>Data Storage &amp; Compression</p> <p>How is information stored and sent from one place to another?</p>	<p>Algorithms &amp; Decomposition</p> <p>How can computers perform calculations?</p>
<b>Drama</b>	<p>Exploring the Performing Arts: Examine professional practitioner's performance work</p>	<p>Exploring the Performing Arts: Roles, responsibilities and the application of relevant skills and techniques</p>	<p>Exploring the Performing Arts: Practitioners' work and the processes and practices that contribute to a range of performance styles</p>	<p>Exploring the Performing Arts: Explore the interrelationships between constituent features of existing performance material</p>	<p>Developing Skills and Techniques in the Performing Art</p>	<p>How can developing techniques and skills have a positive impact on a piece of theatre?</p>
<b>Engineering</b>	<p>Understanding the Engineering World – How do Engineers solve problems?</p> <p>Where can Engineering take you?</p> <p>An exploration into the different branches of Engineering and careers associated with it, interspersed with linked practical exercises.</p>	<p>Navigating the Engineering World – What would happen without health and safety?</p> <p>How do you communicate an idea?</p> <p>Students study safety associated with Engineering using a practical project. This includes how to interpret Engineering drawing and units of measurement.</p>	<p>STEM and Engineering – Why do Science and Maths appear in Engineering?</p> <p>Students will understand how to apply SI units of measurement to their work and begin to explore materials and their properties.</p>	<p>Engineering Drawings – Can anyone understand an idea?</p> <p>Students will learn how to create and read engineering drawings using British Standard Conventions – both by hand and digitally.</p>	<p>Engineering Materials – Can a material be 'smart'?</p> <p>An in depth look at materials used in Engineering and how they can be used to realise ideas. Students will gain practical experience of working with these materials.</p>	<p>Engineering Tools – Does it matter what tools you use?</p> <p>Students will explore what tools are available to them to complete more complex Engineering challenges.</p>
<b>Food Preparation and Nutrition</b>	<p>Introduction to the course.</p> <p>What do we know about cooking?</p> <p>How do we work safely in the kitchen? Food safety and hygiene.</p>		<p>How do we develop our culinary skills?</p> <p>How can we combat disease through nutrition?</p> <p>What influences food choice? What do food ethics have to do with it?</p>		<p>How can we best present our dishes?</p> <p>What needs to be considered when labelling and packaging food?</p> <p>How do we conduct sensory analysis?</p>	

	<p>What is the function of macronutrients &amp; micronutrients in our nutrition?</p> <p>How much energy do we need? Nutrition, BMR/PAL, diets and life stages.</p>		<p>What are the differences between domestic and industrial methods of food production?</p>		<p>What are the NEAs? Conduct mock NEA projects</p> <p>End of year exam</p>	
<b>Graphic Design</b>	<p>The Fundamentals of Graphic Design – What is Graphic Design?</p> <p>Exploring Graphic Design through the investigation of how colour, tone, lines, typography, composition and imagery work together.</p>	<p>Graphic Design Practice – How is a message communicated with graphics?</p> <p>An exploration into how Graphic Design conveys messages and idea through links to the theory of Graphic Design and looking at previously successful and iconic designs.</p>	<p>Responding to Design Briefs – Is it good to stick with what you know already works?</p> <p>Students will respond to various challenging design briefs in order to develop their skills through practice.</p>	<p>Studying Graphic Designers – Is it okay to use the work of others in your own design?</p> <p>An exploration into famous historical and contemporary designers in order to develop a graphic design skillset.</p>	<p>A Return to the Fundamentals – Does ‘theory’ improve your practice?</p> <p>Students apply knowledge to complete the first assessed unit of the course and develop skills further.</p>	<p>Studying What Works – What is your style?</p> <p>Students use knowledge of previously studied designers to complete Unit 2 of the course and develop their own personal style.</p>
<b>ICT</b>	<p>R085 – Creating A Multipage Website What makes a good website?</p>				<p>R082 – Creating Digital Graphics Is what you see online the same in real life?</p>	
<b>PE</b>	<p>Unit 1 - Understand the effects of health and fitness activities on the body. Identify short term effects and long-term adaptations of exercise on the body.</p>	<p>Unit 1 - Understand health and fitness and the components of fitness. Define and give examples of the health and skill components of fitness.</p>	<p>Unit 1 - Understand the principles of training. Using the acronyms of SPORT and FITT be able to apply the principles of training to different training methods.</p>	<p>Unit 1 - Exam Preparation - Revision</p>	<p>Unit 2 - Understand the impact of lifestyle on health and fitness. Know the NHS guidelines for a healthy lifestyle. Understand what a balanced diet is and how this can affect an athlete.</p>	<p>Unit 2 - Understand how to test and develop components of fitness. Identify tests and protocol for each of the components of fitness.</p>