

CURRICULUM MAP – Year 10 Core 2023-2024

SUBJECTS TAUGHT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">English</p>	<p>FS1 Reading Paper</p> <p>Analysis of leaflets. Analysis of articles. Analysis of adverts. Analysis of presentational devices across a range of text types. Examples of FS1 exam questions. Focus on persuasive language techniques.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p>FS1 Writing Paper</p> <p>Analysis of formal emails. Analysis of formal letters. Writing worked examples and exam questions.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p>FS1 Speaking and Listening Assessments</p> <p>Preparation, practice and completion for the two assessments:</p> <ul style="list-style-type: none"> • Discussion • Individual Presentation <p>Reading/Lexia lesson timetabled every week.</p>	<p>GCSE Language</p> <p><i>Narrative Writing</i> – How to tell a Story. Making ‘first person’ writing seem convincing. <i>Descriptive Writing</i> - Time management. Approaching different question types. Practice tasks Selection of timed tasks to develop time-management skills. Analysis of different types of possible questions, with examples.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p>GCSE Literature ‘Macbeth’ – Overview and Contextual Background</p> <p>Shakespeare’s London. The Globe Theatre (building, audience and actors). ‘Viking’ Scotland and the ‘real’ Macbeth Witchcraft in England under James 1. Key plot events. Portrayal of Scotland at the time. Stagecraft and how might the play have been performed on stage in Shakespeare’s time?</p> <p>Possibility of sitting the formal FS1 exams for some students.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p>‘Macbeth’ - Close Textual Analysis</p> <p>Key characters and their moral ambiguity:</p> <ul style="list-style-type: none"> • Macbeth • Lady Macbeth • Banquo • Macduff • Witches • Duncan <p>Key themes:</p> <ul style="list-style-type: none"> • Witchcraft and the supernatural • Ambition • Loyalty and betrayal • False face • Fate and destiny • Revenge • What makes a good king / leader? <p>Reading/Lexia lesson timetabled every week.</p>

	ELC	ELC	FS1	FS1	FS2	FS2
Maths	Place Value Whole Number Calculations Four Operations Money Fractions Clocks and Time Geometry	Geometry Symmetry Compass Points Measurement Use of Measures Perimeter, Area and Volume Statistics	Negative Numbers in Context Positive and Negative Numbers Decimals Percentages Ratio and Proportion Earning Money	Factors, Multiples, Squares and Cubes Probability Averages and Range Area and Perimeter Introduction to Algebra	Types of Numbers Properties of Triangles and Quadrilaterals Angles Perimeter, Area and Volume Geometry of a Circle Features of Circles	Conversion Graphs Speed, Distance and Time Averages from frequency tables Scatter Graphs Writing Algebraic Rules
Science (AF 10A and JF 10B)	B1 Cell Biology Cells Microscopy Cell differentiation and specialisation Chromosomes and mitosis Stem cells Diffusion/Osmosis Active transport Exchanging substances	C1 Atomic structure and the Periodic Table Atoms, elements, compounds and mixtures Chemical equations Chromatography Separation techniques Distillation History of the atom Electronic structure Development of the P-table Modern P-table Metals and non- metals Groups 1, 7 and 0 elements	B2 Organisation Cell organisation Enzymes and investigations Enzymes and digestion Food Tests The Lungs Circulatory system – heart, blood vessels, blood Cardiovascular disease Health and disease Risk factors for non- communicable diseases Cancer Plant cell organisation Transpiration and translocation Transpiration and stomata	B3 Infection and response Communicable diseases Bacterial diseases Viral diseases Fungal and protist diseases Fighting disease, vaccination and drugs Developing drugs	B4 Bioenergetics - Photosynthesis - The rate of photosynthesis - Respiration and metabolism - Aerobic and anaerobic respiration - Exercise	B7 Ecology Using quadrats and transects Water cycle Carbon cycle Biodiversity and waste management Global warming Deforestation and land use Maintaining ecosystems and biodiversity C6 Rate and extent of chemical change Rates of reaction – factors affecting, measuring Graphs of reaction experiments

						Working out reaction rates and reversible reactions
Science (JW 10A and 10B)	P1 Energy Energy stores and systems Conservation and transfer of energy KE and PE stores Energy transfers by heating Investigating SHC Power Reducing unwanted energy transfers Efficiency Energy resources and their uses Wind, solar geothermal, hydro, wave, tide Biofuels and non-renewables Trends in energy use	P2 Electricity Current and current symbols Resistance and $V=IR$ Investigating resistance I-V characteristics Circuit devices Series and Parallel circuits Investigating Circuits Electricity in the home Power of electrical appliances Power The National Grid	C2 Bonding, structure and properties of matter Formation of ions Ionic bonding Ionic compounds Covalent bonding Simple molecular substances Polymers and giant covalent substances Structures of carbon Metallic bonding States of matter Changing state	C3 Quantitative Chemistry Relative Formula Mass Conservation of mass Concentrations of solution P3 Particle model of matter The particle model and motion of gases Density of materials Internal energy and changes of state Specific Latent Heat	C4 Chemical changes Acids and bases Reactions of acids The reactivity series and extracting metals Reactions of metals Electrolysis C5 Energy changes Exothermic and endothermic reactions Measuring energy changes Reaction profile	P4 Atomic structure The current model of the atom Isotopes and nuclear radiation Nuclear equations Half-life Irradiation and contamination Consolidation and assessment
Science (JW 10/11 static group)	Energy Changes in energy stores Energy conservation Energy transfer by heating Energy resources Energy efficiency	Speed and stopping distance Speed braking distance Distance-time graphs Investigating acceleration Speed-time graphs	Mixtures and compounds Covalent molecules Ionic compounds Atoms and Nuclear Radiation Atoms and radiation	Electrical current Electrical current Types of current Resistance Investigating components Series and parallel circuits	Domestic electricity Power National grid Magnetism and electromagnetism Magnetic fields	Energy and the rate of reaction Energy transfers Rate of reaction Monitoring rate of reaction Reaction profiles Measuring the rate of reaction

	<p>Energy and the environment</p> <p>Forces and work</p> <p>Force Work Weight Work done and power Forces and elasticity</p>	<p>Mixtures and compounds</p> <p>States of matter Mixtures Chromatography Structure of carbon Polymers Pure substances and formulations Concentrations</p>	<p>Alpha, Beta, Gamma radiation Using radiation Half life Radioactive contamination</p>	<p>Domestic electricity</p> <p>Wiring a plug Fuses and earth wires Transferring energy</p>	<p>Magnetic fields around an electric current Electromagnets Plotting magnetic fields</p>	<p>Investigating rate of reaction</p>
<p>Science (AF 10/11 static group)</p>	<p>Atoms, elements and compounds</p> <p>Atoms and the p-table Groups in the p-table Making compounds The model of the atom Atoms and electrons</p>	<p>Atoms, elements and compounds</p> <p>Metals and the p-table Non-metals and the p-table</p> <p>Metals and alloys</p> <p>Metals Alloys</p>	<p>Metals and alloys</p> <p>Extracting metals Recycling metals Reactivity series Electrolysis Sustainability</p>	<p>Feeding relationships</p> <p>Photosynthesis Adaptations Food chains and webs Decay Interdependence</p>	<p>Feeding relationships</p> <p>Factors affecting photosynthesis Investigating photosynthesis The carbon cycle</p> <p>Reactions of acids</p> <p>Neutralisation Metals and acids</p>	<p>Reactions of acids</p> <p>Investigating acids and carbonates pH scale balanced symbol equations</p>
<p>Science (JF 10 static group)</p>	<p>What is the body made of?</p> <p>Animal cells Looking at cells Levels of organisation Circulatory system Digestive system</p>	<p>How the body fights disease</p> <p>Infectious diseases Vaccination Medical drugs Testing antibiotics</p>	<p>How the body fights disease</p> <p>Bacteria and viruses Preventing the spread of disease Testing new drugs</p>	<p>Water for drinking</p> <p>Drinking water Investigating water Waste water treatment</p>	<p>Organisms and the environment</p> <p>Competition Living/non-living factors Investigating plant distribution Pollution</p>	<p>Organisms and the environment</p> <p>Loss of biodiversity Maintaining biodiversity</p>

<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Challenge of natural hazards</p> <p>An introduction to natural hazards – tectonic hazards, weather hazards and climate change. We will look at the processes behind the hazards, the need for management and the consideration needed between human interaction with the earth and the atmosphere.</p>	<p style="text-align: center;">The living world</p> <p>In this topic we will look at;</p> <ul style="list-style-type: none"> • Ecosystems – how they exist at a range of scales and involve interactions. • Tropical rainforests – explore the distinctive environmental characteristics, the economic and environmental impacts of tropical rains and how they need to be managed sustainability. • Hot deserts – the distinctive environmental characteristics, how a desert creates opportunities/challenges and the risk of desertification. 	<p style="text-align: center;">Physical landscapes in the UK</p> <p>Key areas we will look at within this topic are;</p> <ul style="list-style-type: none"> • UK physical landscapes – the range and diversity we have. • Coastal landscapes in the UK - the physical processes, landforms seen and the different management strategies used to protect coastlines. • River landscapes in the UK – the shape of the river, the landforms seen and the different management strategies to protect river landscapes from the effects of flooding. <p>We hope to complete a fieldwork trip during this term as part of the GCSE course.</p>
<p style="text-align: center;">Arts Award- Discover/ Explore/ Bronze Award</p>	<p style="text-align: center;">Project Introduction or Development</p> <p>Artform Knowledge & Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Take part in a range of practical arts activities; learn about the arts through practical experience • Development of more personalised creative and practical responses • Explore the work of an arts practitioner through active research/ experience. <p>Communication:</p> <ul style="list-style-type: none"> • Record how creative work was completed using subject specific language 	<p style="text-align: center;">Project Development and Completion</p> <p>Artform Knowledge & Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Explore the work of an arts practitioner through active research/ experience • Learn about the arts through practical experience • Demonstrate commitment to arts activities by applying creative skills within practical activities • Development of more personal creative and practical explorations within arts activities. <p>Communication:</p>	<p style="text-align: center;">Project Completion/ Intro to New Project</p> <p>Artform Knowledge & Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Develop practical work towards Part A of Bronze Award • Take part in practical and reflective activities related to Part B 'Be The Audience' • Consider creative avenues for remaining aspects of awards and research and explore creative ideas • Show creative problem-solving <p>Communication:</p> <ul style="list-style-type: none"> • Share information with others using clear communication and presentation skills

	<ul style="list-style-type: none"> • Take part in discussions or reflective activities with support from others • Present information to others • Reflect upon and evaluate practical experiences using Arts Award templates. 	<ul style="list-style-type: none"> • Record how creative work was completed using subject specific language • Take part in discussions or reflective activities with support from others • Present information to others • Reflect upon and evaluate practical experiences using Arts Award templates. 	<ul style="list-style-type: none"> • Reflect upon and evaluate practical experiences using Arts Award templates.
Esports	<p>BTEC Level 2 Award</p> <p>Unit 1:</p> <p>Learners investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete.</p> <p>Learning aims:</p> <ul style="list-style-type: none"> • Investigate different genres of esports games. • Explore different professional esports teams. • Examine esports tournaments and leagues. 	<p>BTEC Level 2 Award</p> <p>Unit 2:</p> <p>Learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.</p> <p>Learning aims</p> <ul style="list-style-type: none"> • Investigate a global sporting organisation. • Develop a brand for an esports organisation. • Design a logo and merchandise for an esports organisation. • Create a plan to promote the brand. 	
Business Studies	<p>BTEC Level 1/2 First Award</p> <p>Unit 1:</p> <p>Learners will investigate the different types of businesses and how they operate. The unit introduces students to the language and terminology used in business.</p>	<p>BTEC Level 1/2 First Award</p> <p>Unit 2:</p> <p>Learners will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running a business. They will explore the ways in which the sale of products and services generates revenue, so that you can develop their understanding of profit.</p>	

	Learning aims: <ul style="list-style-type: none"> • Explore how businesses operate. • Consider how market research helps a business to understand the market. • Investigate the use of the marketing mix. 		Learning aims: <ul style="list-style-type: none"> • Understand the costs involved in business and how businesses make a profit. • Understand how businesses plan for success. • Understand how businesses measure success and identify areas for improvement. 			
Food Tech	BTEC Level 1 Home cooking skills Introduction to BTEC Home Cooking Skills Level 1 course - breakfast dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.	BTEC Level 1 Home cooking skills Snack & lunch dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.	BTEC Level 1 Home cooking skills Dinner dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of the safe use of equipment and safe use of storage of food.	BTEC Level 1 Home cooking skills Planning of two course meal for assessment. Carry out assessment. Complete paperwork, whilst continuing to gain knowledge of the importance of the safe use of equipment, safe use of storage of food.	BTEC Level 1 Home cooking skills Picnic food. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and budgeting.	BTEC Level 1 Home cooking skills Seasonal recipes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and budgeting.
	RSE (SELF)	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the	Exploring influence The influence and impact of drugs, gangs, role models and the media Independence	Addressing extremism and Radicalisation Communities, belonging and challenging extremism

			<p>media and pornography</p> <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	Responsible health choices, and safety in independent contexts	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	for further education, employment and career progression
	Football	Rugby	Fitness	Athletics	Cricket	Rounders
Physical Education	<p><u>Aims</u></p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives. <p>Pupils to be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] <input type="checkbox"/> develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance] <input type="checkbox"/> take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group 					

	<input type="checkbox"/> evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<input type="checkbox"/> continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------