



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



# Year 10 Curriculum Overview 2022 - 2023

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

## Year 10 English Curriculum Overview

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1		Unit 2	Unit 3	Unit 4	Unit 5
	English Literature Paper 2: Modern Texts and Poetry  An Inspector Calls	English Literature Paper 1: Shakespeare and the 19 <sup>th</sup> Century Novel  A Christmas Carol	English Language Paper 2: Writers' Viewpoints and Perspectives  Spoken Language Endorsement	English Literature Paper 2: Modern Texts and Poetry  Unseen Poetry + Comparison	English Language Paper 1: Explorations in Creative Reading and Writing	

## Year 10 Maths Curriculum Overview

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> <li>Primes, Factors and multiples</li> <li>Fractions and Decimals</li> <li>Algebraic Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and Rounding</li> <li>Indices and Standard Form</li> <li>Mensuration</li> </ul>	<ul style="list-style-type: none"> <li>Geometric constructions and calculations</li> <li>Ratio and Proportion</li> </ul>	<ul style="list-style-type: none"> <li>Percentages</li> <li>Solving of Equations</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Data</li> <li>Exact Calculations</li> <li>Compound Units</li> </ul>	<ul style="list-style-type: none"> <li>Collecting, Organising, Presenting and Analysing Data</li> <li>2D and 3D Representations</li> </ul>

## Year 10 Science Curriculum Overview

### Biology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	B1- Cell Structure and Transport B2- Cell Division B3- Organisation and the Digestive System	B3- Organisation and the Digestive System B4- Organising Animals and Plants	B5- Communicable Diseases B6- Preventing and Treating Diseases	B6- Preventing and Treating Diseases B7- Non-Communicable Diseases B8- Photosynthesis	B8- Photosynthesis B9- Respiration	B10- The Human Nervous System

### Chemistry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	C1 Atomic structure C2 Periodic table	C3 Structure and bonding	C5 Chemical changes	C5 Chemical changes C6 Electrolysis	C7 Energy changes	C4 Chemical calculations

### Physics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Review from year 9: P3 Energy resources + P6 Molecules and matter from year 9  P1 Conservation and dissipation of energy	P2 Energy transfer by heating	P4 Electric Circuits	P5 Electric circuits in the home	P7 Radioactivity	P8 Forces

## Year 10 Core PSHE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<b>Being safe 1</b> 1. Healthy and unhealthy relationships 2. Conflict management and introduction to sexual consent 3. Sexual consent, the law, verbal and non-verbal signs of consent	<b>Being safe 2</b> 1. Sexual consent- how to say no, sexual assault and rape. 2. Consent scenarios, stalking and harassment. 3. Hate crimes, domestic violence	<b>Staying safe and healthy 1</b> 1. Introduction to contraception. Focus on barrier methods 2. Barrier methods and hormonal methods 3. Hormonal methods and devices	<b>Staying safe and healthy 2</b> 1. Hormonal devices and reflection 2. STIs 3. STIs 4. HIV	<b>Intimate and sexual relationships</b> 1. Choice to delay sex and enjoy intimacy without sex 2. Sexually explicit material and the law, why do people view pornography 3. The impact of pornography	<b>Intimate and sexual relationships:</b> 1. Upskirting and revenge pornography 2. Reproduction, ovulation and fertility, The impact of lifestyle on fertility, 3. Miscarriage and introduction to choices in relation to pregnancy. 4. Abortion and Adoption

## Year 10 Core PE Curriculum Overview

	Term 1 – 2	Term 3 - 4	Term 5 - 6
Year 10	Students choose from the following pathways <ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>	Opportunity to re pick pathway <ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>	Opportunity to re pick pathway <ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>

## Humanities

### Year 10 Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Paper 1: Living with the physical environment</p> <p>Section A: The challenge of natural hazards</p> <p>Plate tectonics Weather hazards</p>	<p>Paper 1: Living with the physical environment</p> <p>Section A: The challenge of natural hazards</p> <p>Weather hazards Climate change</p>	<p>Paper 1: Living with the physical environment</p> <p>Section B: The Living World</p> <p>World Biomes Rainforests Cold environments</p>	<p>Paper 1: Living with the physical environment</p> <p>Section B: The Living World</p> <p>Cold environments</p>	<p>Paper 1: Living with the physical environment</p> <p>Section C: UK physical landscapes</p> <p>Rivers Coasts</p>	<p>Paper 3: Geographical applications</p> <p>Fieldwork skills</p>

### Year 10 History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Paper 31: Weimar Germany 1918-1933</p>	<p>Paper 31: Nazi Germany 1933-1939</p>	<p>Paper B1: Anglo-Saxon England</p>	<p>Paper B1: Norman England</p>	<p>Paper 11: Medicine Through Time 1250-1900</p>	<p>Paper 11: Medicine Through Time 1250-1900</p>

## Year 10 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Relationships and Families	Relationships and Families	Christian Beliefs	Christian Beliefs	Peace and Conflict	Peace and Conflict
	Islamic Beliefs	Islamic Beliefs	Islamic Practices	Islamic Practices	Religion and Life	Religion and Life

## Languages

### Year 10 French Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Qui suis-je? – Describing one's identity and background	Le temps de loisirs – Describing how free time is spent	Jours ordinaires, jours de fête – Describing daily life and special occasions or national holidays	De la ville à la campagne – Describing one's local area	Le grand large – Holidays and tourism	Au collège – School and education

### Year 10 German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Auf in die Schule – school and education	Zeit für Freizeit – free time and interests	Menschliche Beziehungen – relationships with others	Willkommen bei mir – describing your home and eating habits	Ich liebe Wien – visiting a German speaking country	Im Urlaub und zu Hause – describing visits to your own local area and destinations in a German speaking country

## Year 10 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	De Costumbre –customs and festivals in Spain and Spanish speaking countries	De Costumbre – customs and festivals in Spain and Spanish speaking countries	Intereses y influencias – free time activities and interests	Mi gente – socialising, friends and family	Ciudades – towns and cities	¡Desconéctate! - describing usual and past holidays



## Social Sciences

### Year 10 Business Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<ul style="list-style-type: none"> <li>The dynamic nature of business</li> <li>Risk and Reward</li> <li>The role of business enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Customer needs</li> <li>Market research</li> <li>Market segmentation</li> </ul>	<ul style="list-style-type: none"> <li>The competitive environment</li> <li>Business aims and objectives</li> <li>Business revenues, costs and profits</li> </ul>	<ul style="list-style-type: none"> <li>Cash and cash-flow</li> <li>Sources of business finance</li> <li>The options for start-up and small businesses</li> </ul>	<ul style="list-style-type: none"> <li>Business location</li> <li>The marketing mix</li> <li>Business plans</li> <li>Business stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Technology and business</li> <li>Legislation and business</li> <li>The economy and business</li> <li>External influences</li> </ul>

### Year 10 Economics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b>Unit 1 Introduction to Economics</b></p> <ul style="list-style-type: none"> <li>Main Economic Groups</li> <li>Factors of Production</li> </ul>	<p><b>Unit 2 The Role of Markets and Money</b></p> <ul style="list-style-type: none"> <li>The Role of Markets</li> <li>Demand, Supply, Price</li> </ul>	<p><b>Unit 2 The Role of Markets and Money</b></p> <ul style="list-style-type: none"> <li>Competition</li> <li>Production</li> </ul>	<p><b>Unit 2 The Role of Markets and Money</b></p> <ul style="list-style-type: none"> <li>The Labour Market</li> <li>The Role of Money and Financial Markets</li> </ul>	<p><b>Unit 3 Economic Objectives and the Role of Government</b></p> <ul style="list-style-type: none"> <li>Economic Growth</li> <li>Macro-Economic Objectives</li> </ul>	<p><b>Unit 3 Economic Objectives and the Role of Government</b></p> <ul style="list-style-type: none"> <li>Low Unemployment</li> <li>Fair Distribution of Income</li> </ul>

## Year 10 Enterprise and Marketing Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<ul style="list-style-type: none"> <li>• <u>Market research</u></li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Sampling</li> <li>• <u>Market segmentation</u></li> <li>• <u>Revenue, costs</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Profit</u></li> <li>• Design mix</li> <li>• <u>Pricing</u></li> </ul>	<ul style="list-style-type: none"> <li>• Produce, review and feedback design</li> <li>• Entrepreneurship</li> <li>• Marketing mix</li> </ul>	<ul style="list-style-type: none"> <li>• Financial viability</li> <li>• Advertising &amp; promotion</li> <li>• Product lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>• Draft submission and final changes</li> <li>• Pricing considerations</li> <li>• Ownership</li> </ul>

## Year 10 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<ul style="list-style-type: none"> <li>• The Purpose of the CPU and its Components</li> <li>• CPU Performance and Fetch, Decode and Execute</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded Systems</li> <li>• Primary Memory and Secondary Storage</li> <li>• Data Storage: Numbers, Images and Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Network Types and Performance Factors</li> <li>• Network Hardware and Topologies</li> <li>• Protocols and the Concept of Layers</li> </ul>	<ul style="list-style-type: none"> <li>• Network Security</li> <li>• Purpose of System and Utility Software</li> <li>• Ethical, Cultural, Environmental Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms and Logical Thinking</li> <li>• Abstraction and Decomposition</li> <li>• Design with Flowcharts and Pseudo Code</li> </ul>	<ul style="list-style-type: none"> <li>• Errors and Trace Tables</li> <li>• Searching and Sorting Algorithms</li> </ul>

## Year 10 Child Development Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Types of essential equipment</li> <li>Factors affecting suitability and choice</li> <li>Age range 3-4 years old</li> <li>Reasons why accidents happen in a childcare setting</li> <li>Types of childhood accidents</li> <li>Plan to prevent accidents in a childcare setting</li> <li>Age range 3-4 years old</li> </ul>	<ul style="list-style-type: none"> <li>Types of essential equipment</li> <li>Factors affecting suitability and choice</li> <li>Current Government dietary recommendations for healthy eating for children from birth to five years</li> <li>Essential nutrients and their functions for children from birth to five years</li> <li>Age range 0-6 months for formula</li> </ul>	<ul style="list-style-type: none"> <li>Plan for preparing a feed/meal for a baby aged 0-6 months</li> <li>How to evaluate planning and preparation of a feed</li> <li>Current Government dietary recommendations for healthy eating for children from birth to five years</li> <li>Essential nutrients and their functions for children from birth to five years</li> </ul>	<ul style="list-style-type: none"> <li>Plan for preparing a feed/meal for a baby aged 0-6 months</li> <li>How to evaluate planning and preparation of a feed</li> <li>Factors affecting pre-conception health for women and men</li> <li>Other factors affecting the pre-conception health for women</li> <li>Types of contraception methods and their advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>Recognise general signs and symptoms of illness in children</li> <li>How to meet the needs of an ill child</li> <li>How to ensure a child-friendly safe environment</li> <li>The structure and function of the female reproductive system</li> <li>The structure and function of the male reproductive system</li> <li>How reproduction takes place</li> <li>The signs and symptoms of pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>How to ensure a child-friendly safe environment</li> <li>The choices available for delivery</li> <li>The role of the birth partner in supporting the mother through pregnancy and birth</li> <li>The methods of pain relief</li> <li>The purpose and importance of antenatal clinics</li> <li>Screening and diagnostic tests</li> <li>The purpose and importance of antenatal (parenting) classes</li> </ul>

# Creative and Performing Arts

## Year 10 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Introduction to GCSE Art &amp; Unit 1 Coursework 60%</b>	<p><b><u>INTRODUCTION TO GCSE Art and starting Unit 1 (coursework) 'Natural Forms'.</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao2 Use of Materials</u></b></p> <p>Students are introduced to the AOs for the GCSE Art course and look at exemplar work. This develops into a series of workshops to develop the tools and techniques students require for creating their first project. These skills are then built on and the structure is replicated through out the course, covering all 4 assessment objectives. Students develop presentation skills and recap on the formal elements of Art through recording initial responses to the theme 'Natural Forms', mind mapping, collecting images, photographs and observational drawing.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures</u></b></p> <p>Students will develop the skills required to research and show a visual understanding of Artists and cultures. They study the work of Karl Blossfeldt and use drawing with different materials, photography and printing to work in a monochrome style, depicting plant forms. Students then go onto research Agnes Cecile and work in her style using water colour and coloured pencil. They begin to build confidence with Portraiture, using accurate proportions and the application of paint.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao4 Creating a personal response</u></b></p> <p>Students will reflect on areas of strength and create 3 ideas based on Portraits, Plant Forms and Portraits or plant forms. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making. They will then create a final idea for the project</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b>  <b><u>Ao2 Use of Materials</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao4 Creating a personal response</u></b></p> <p>Develop a final response to the Natural Forms Project. Show clear evidence of links to Artists (at this point students can include a 3<sup>rd</sup> artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials.</p>	<p><b><u>Unit 1:Project 2 'Masks'</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao2 Use of Materials</u></b></p> <p>This is an extended project. Students are now more confident using a variety of materials and techniques. They are able to reflect on the previous project and show their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards rather than in books. Students record initial responses to the theme 'Masks', mind mapping, collecting images, photographs and observational drawing.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b>  <b><u>Ao2 Use of Materials</u></b>  <b><u>Ao3 RECORDING</u></b></p> <p>Students look at Masks from around the world and choose 3 different cultures to research. Students complete a large-scale observational drawing of a mask from one of the areas they have researched. Working in oil pastel using a new technique and developing a better understanding of the application of colour and tone. Students present work on boards, developing presentation skills with the aim to show a progression in creative thought through an understanding of visual language.</p>

## Year 10 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Introduction to GCSE Drama &amp; Unit 1 (Devising)</b>	<p><b><u>INTRODUCTION TO GCSE DRAMA</u></b></p> <p>Students take part in a series of activities to develop transferable skills required through the GCSE Drama course. This develops into a series of workshops to develop the tools and techniques students require for DEVSING (UNIT 1)</p>	<p><b><u>INTRODUCTION TO DEVISING TECHNIQUES &amp; PORTFOLIO</u></b></p> <p>Students will develop the skills required for effecting devising. They will explore a range of practitioner styles and approaches.</p> <p>They will apply these skills to a selection of mini devised projects.</p>	<p><b><u>Unit 1: DEVISING STIMULUS LAUNCH</u></b></p> <p>Using the booklet supplied by OCR, students will explore a selection of stimuli – pictures, songs, lyrics, poems etc. before deciding on their chosen stimulus. Students will move into selected groups of 3-6 and plan/explore and devise a piece of drama.</p> <p>Some students may choose a technical option.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>Unit 1: DEVISING</u></b></p> <p>To understand how to develop the group performance</p> <p>Plot initial ideas and storyline/characters and conventions. Devise performance, ensure techniques and a variety of abstract elements used and explored.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>Unit 1: DEVISING</u></b></p> <p>To understand how to realise a group performance</p> <p>Development of technical ideas</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>UNIT 1: PERFORMANCE EXAM</u></b></p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their final portfolio</p>
<b>Year 10 Component 3</b>	<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>	<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>				<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>

## Year 10 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Listening and Appraising</b> Area of Study 1: The Western Classical Tradition.</p> <p>Area of Study 3: Traditional Music.</p> <p>Listening skills covering: Rhythm and Metre Structure and Form Harmony and Tonality Texture and Melody Timbre and Dynamics DR SMITH</p>		<p><b>Listening and Appraising</b> Area of Study 1: The Western Classical Tradition. The Mozart Clarinet Concerto Movement 3 Rondo (Set Piece)</p> <p>Area of Study 3: Traditional Music. The three songs of Paul Simon ('Call me Al', 'Diamonds on the Soles of her Shoes' and 'Graceland'). (Set Songs)</p> <p>Applying the learned listening skills to questions. Aural skills such as recognising keys, chords, cadences, melodic, harmonic and rhythmic devices, and the features of music from each area of study.</p>		<p><b>Listening and Appraising</b> Area of Study 2: Popular Music</p> <p>Area of Study 4: The Western Classical Tradition Since 1910</p> <p>Applying learned knowledge of the set songs and pieces to exam questions. Prep for both short questions (Section A of exam), and extended analysis questions (Section B of exam).</p>	
	<p><b>Composing</b> Students learn composition skills which they then explore practically through technical exercises. They also write a practice composition which allows them to learn the higher level software used in the GCSE course (Logic and Sibelius). This practice composition gives the Music Team insight into individually strengths and weaknesses which are addressed before students begin their coursework.</p>		<p><b>Composing</b> Students work individually on their Free Composition (worth 15% of final grade) Deadline for completion in DRAFT form – Easter Holidays</p>		<p><b>Composing</b> Students continue to work on their Free Composition responding to feedback and making improvements. Also spend time producing Score or Annotation <u>and</u> Programme Note (worth 15% of final grade) Deadline for completion – End of June</p>	
	<p><b>Performing</b> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><b>Performing</b> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><b>Performing</b> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><b>Performing</b> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><b>Performing</b> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><b>Performing</b> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>

## Year 10 Performing Arts Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Induction	<p align="center"><b>Component 1: Exploring the Performing Arts</b></p> <p align="center">Levels: 1/2 Assessment type: Internal, externally moderated</p> <p align="center">Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.</p>				<b>Comp 1 EXAM</b>
		<p align="center"><b>Component 2: Developing Skills and Techniques in the Performing Arts</b></p> <p align="center">Levels: 1/2 Assessment type: Internal, externally moderated</p> <p align="center">Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</p>				

## Design & Technology

### Year 10 Engineering Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p>Uni1: Practical Soft Jaw + sweet dispenser project. Reading technical drawings. Tolerance/accuracy Basic skills, saws, marking etc Drill bits</p> <p>Unit 3: Exam Reading drawings Material properties Health and safety Environmental issue, sustainability</p>	<p>Uni1: Practical Bottle opener + chocolate mold projects. Cutting techniques Filing Techniques Drilling metal/ Fixings Vacuum forming/plastics.</p> <p>Unit: 3 Exam Engineering disciplines Key technologies</p>	<p>Uni1: Practical Trowel project Metal work shaping Engineers blue Rivets Plastics/Dip coating</p> <p>Unit 2: Design Identifying features of the brief. Design specification Orthographic projection Isometric projection. CAD design (Fusion 360)</p>	<p>Unit 1: practical Egg car project Stock materials Marking Tools Brazing/welding Centre lath, facing off, tapping Vertical mill, slot milling.</p> <p>Unit 2: design CAD – Publishing designs Production planning</p>	<p>Unit 1: practical Mock coursework project</p> <p>Unit 2: Orthographic/isometric drawing.</p> <p>Unit 3 Exam questions.</p>	<p>Unit 1 assessment. Planning documents. Risk Assessment, Cutting list, Ganntt</p>



## Year 10 Graphics Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Unit 1 Graphic elements theory, research and related practical skills development</b></p> <ul style="list-style-type: none"> <li>• Colour theory and associations Mixed media colour wheel</li> <li>• Tone – Tonal examples sphere, cone and cube</li> <li>• Typography – font types and styles. Hand created typography</li> <li>• Line – Psychological effects of different kinds of line and direction</li> </ul>	<p><b>Unit 1 Continued</b></p> <ul style="list-style-type: none"> <li>• Imagery Different types of imagery, sourcing images copyright law. Double exposure workshop</li> <li>• Composition Golden Rule, rule of thirds, hierarchy</li> </ul> <p>Start Pizza Project</p>	<p><b>Unit 2: Responding to a brief to apply graphic elements</b></p> <p>Frank's Pizza Parlour – Pizza box design and logo</p> <p>Use of Photoshop to create repeat pattern</p>	<p><b>Unit 3 Designers research and practice</b></p> <ul style="list-style-type: none"> <li>• Researching book illustrators</li> <li>• Designer copies and In The Styles Of - Quentin Blake</li> <li>• Skills development – Water colour, pen and ink</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 4 Visual Language of Graphic Designers</b></li> <li>• Communication – meaning, message, reaction</li> <li>• Aesthetics – shape, texture, pattern, colour</li> <li>• Context- personal, social, cultural, economic, political</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 5 Graphic Design Principles</b></li> <li>• Hierarchy</li> <li>• Alignment</li> <li>• Balance</li> <li>• Contrast</li> <li>• Rhythm</li> <li>• Proximity</li> <li>• Colour &amp; Space</li> </ul>

## Year 10 Hospitality & Catering Curriculum Overview

	Term 1 & Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p>Unit 1- H&amp;C Industry</p> <p>1.1- H&amp;C provision:            1.1-1. Types of providers            1.1-2. Job roles            1.1-3. Working conditions            1.1-4. Success factors</p> <p>Practical: Skills workshops</p> <p>Unit 2: Evaluation of practical skills</p>	<p>Unit 1- H&amp;C Industry</p> <p>1.2- How H&amp;C providers operate            1.2-1. Operation of front and back of house            1.2-2. Customer requirements            1.2-3. Meeting requirements</p> <p>Practical: Development of complex practical skills</p> <p>Evaluation of practical skills</p>	<p>Unit 1- H&amp;C Industry</p> <p>1.3- Health and safety            1.3-1. Health and safety in provision            1.3-2. Food safety</p> <p>Practical: Development of complex practical skills</p> <p>Evaluation of practical skills</p>	<p>Unit 1- H&amp;C Industry</p> <p>1.4- Food safety            1.4-1. Food related causes of ill health            1.4-2. Symptoms and signs            1.4-3. Preventative control measures            1.4-4. EHO</p> <p>Practical: Development of complex practical skills</p> <p>Evaluation of practical skills</p>	<p>Unit 2- H&amp;C In Action</p> <p>2.1- Importance of nutrition            2.1-1. Understand importance of nutrition            2.1-2. Cooking methods impact nutritional value</p> <p>Unit 1 Knowledge Recall</p> <p>Practical: Development of complex practical skills</p> <p>Evaluation of practical skills</p>

## Year 10 3D Design Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Unit 1 Introduction unit:</b> <ul style="list-style-type: none"> <li>Skills workshops AO3 – recording and observations</li> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Health and Safety in the workshop</li> <li>Focus – Timbers</li> <li>Theme – Architecture and structures</li> </ul>	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 –Designer research, copies and working ‘in the style of’.</li> <li>Developing ideas AO1 - through experimenting, modelling and prototypes</li> <li>Focus – Plastics and CAD/CAM</li> <li>Theme – Design movement inspired Lamps</li> </ul>	<b>Unit 1:</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> <li>Focus – Metal casting</li> <li>Theme – Jewellery/design for film and TV.</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen theme</li> <li>Developing ideas AO1 –Designer research, copies and working ‘in the style of’.</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Refining ideas and evidencing the project journey.</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimentation and modelling.</li> </ul>

## Year 10 Textiles Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Unit 1 Introduction unit:</b></p> <ul style="list-style-type: none"> <li>Skills workshops AO3 – recording and observations</li> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> </ul>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’.</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen theme</li> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’.</li> </ul>	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> </ul>	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>

## PE and Sport

### Year 10 GCSE PE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Theory</b> <b>Paper 2 Content</b>	<ul style="list-style-type: none"> <li>Health &amp; Well Being</li> <li>Obesity</li> <li>Body Types</li> <li>Energy Use and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Energy use &amp; Nutrition</li> <li>Engagement Patterns</li> <li>Commercialisation Sponsorship</li> <li>Commercialisation Technology</li> </ul>	<ul style="list-style-type: none"> <li>Commercialisation Technology</li> <li>Ethical Conduct</li> <li>Performance Enhancing Drugs</li> <li>Spectators and Holliganism</li> </ul>	<ul style="list-style-type: none"> <li>Skill Classification and ability</li> <li>Goal setting</li> <li>Information Processiing</li> <li>Guidance &amp; feedback</li> </ul>	<ul style="list-style-type: none"> <li>Mental preparation &amp; arousal</li> <li>Mental preparation &amp; Aggression</li> <li>Personality</li> </ul>	<ul style="list-style-type: none"> <li>Mental Preparation &amp; motivation</li> <li>PPE and Paper 2 review and reteach.</li> <li>Components of Fitness &amp; training Principles &amp; Methods</li> </ul>
<b>Year 10 Practical</b>	<ul style="list-style-type: none"> <li>Handball and or Netball</li> </ul>	<ul style="list-style-type: none"> <li>Football and/or Badminton</li> </ul>	<ul style="list-style-type: none"> <li>Basketball and or Trampolining</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Athletics, Cricket and or Tennis</li> </ul>	<ul style="list-style-type: none"> <li>Athletics, Cricket and or Tennis</li> </ul>

### Cambridge National Level 2 Sport

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>R185 Performance and leadership in sports activities</b>  TA1 - Practical individual sport and log book  TA 3 - Planning a sports session	<b>R185 Performance and leadership in sports activities</b>  TA 3 -Planning a risk assessment to leadership session  TA 3 - Emergency procedures  TA 2 – Practice methods to improve performance	<b>R185 Performance and leadership in sports activities</b>  TA 4: Lead session  TA 2: Strengths and weaknesses in a sport  TA 2: 6-week action plan	<b>R185 Performance and leadership in sports activities</b>  TA 4: Lead session  TA 2: Performing the 6-week action plan and log book	<b>R185 Performance and leadership in sports activities</b>  TA 5: Reviewing own leadership performance  TA 2: Practical team sport and log book	<b>R186 Sport and the media</b>  TA 1: Different sources of media that cover sport  TA 2: Positive effects of the media in sport

