



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 2024 - 2025

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 10 English Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 10	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 th 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

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

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	Relationships	Health & Wellbeing	Living in the Wider World	Living in the Wider World	Health & Wellbeing	Living in the Wider World
	<u>Harmful behaviours in relationships</u> 1. Sexual consent 2. Alcohol, drugs and sex 3. Issues of consent 4. Sexual coercion 5. Harassment, abuse and rape 6. Stalking 7. Domestic abuse	<u>Sexual relationships</u> 1. Contraception 2. Barrier methods 3. Hormonal devices and NFP 4. Introduction to STIs 5. The main STIs and HIV 6. Healthy communication 7. Forced marriage	<u>Finances</u> 1. Personal Budgets 2. Wants and Needs 3. Financial Products 4. Financial Transactions 5. Shop Ethically 6. Savings and Debt	<u>Preparing for Work</u> 1. Preparing for Work Experience 2. Rights and Responsibilities in the work place 3. Right career choice 4. Writing a CV 5. STEM 6. First Aid	<u>Healthy Relationships</u> 1. Sexism and gender prejudice 2. Conflict management 3. Same Sex R/S 4. Gender and trans Identity 5. Community Cohesion	<u>Social Dangers</u> 1. Fake News 2. Criminal Justice system 3. Anti-social behaviour 4. Gangs 5. Racism 6. Extremism 7. Money Laundering

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"> ● Ridgeway Compete ● Ridgeway Lead ● Ridgeway Fit 	Opportunity to re pick pathway <ul style="list-style-type: none"> ● Ridgeway Compete ● Ridgeway Lead ● Ridgeway Fit 	Opportunity to re pick pathway <ul style="list-style-type: none"> ● Ridgeway Compete ● Ridgeway Lead ● Ridgeway Fit

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	Paper B1: Anglo-Saxon England	Paper B1: Norman England	Paper 13: Migration c.800 – Present	Paper 13: Migration c.800 – Present	Paper 13: Migration c.800 – Present	Paper 13: Migration c.800 – Present

Year 10 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10						

	Human Rights and Social Justice	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						

	Zurück zur Schule – school and education	Endlich mal Freizeit – free time and interests	Meine Welt, deine Welt – cultural traditions and celebrations in the UK and in the German speaking countries	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
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Year 10 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	¡Diviértete!- describing things you do in your free time	Viajes - talking about travelling and other countries	Mi gente, mi mundo – socialising, friends and family	Mi estilo de vida – food, healthy living, routines, illnesses	A clase – school life	Mi barrio y yo – local area and describing cities

Social Sciences

Year 10 Business Curriculum Overview

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

Year 10 Economics

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

Year 10 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Paper 2 - Algorithms <ul style="list-style-type: none"> Algorithms and Logical Thinking Abstraction and Decomposition Design with Flowcharts and Pseudo Code Errors and Trace Tables 	Paper 2 - Searching and Sorting <ul style="list-style-type: none"> Errors and Trace Tables Searching and Sorting Algorithms Programming Techniques and Project 	Paper 2 - Programming Techniques <ul style="list-style-type: none"> Programming Techniques and Project Selection, Sequential and Iteration Variables, Loops and Functions Lists and Arrays 	Paper 2 - Producing Robust Programs <ul style="list-style-type: none"> Defensive Design, Authentication and Validation Checking and Maintainability Testing, Logic and Syntax Errors 	Paper 2 - Translators and Facilities of Language <ul style="list-style-type: none"> Boolean Logic and Logic Gates High Level and Low Languages Integrated Development Environment 	Paper 1 - System Architecture <ul style="list-style-type: none"> The Purpose of the CPU and its Components CPU Performance and Fetch, Decode and Execute Embedded Systems

KS4 Curriculum Overview – Health and Social Care

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>A1 – PIES <i>Early childhood and PIES</i> <i>Adolescence and PIES</i> <i>Early adulthood</i> <i>Middle adulthood and PIES</i> A1 Factors affecting health and wellbeing How factors can affect an individual's health and wellbeing positively or negatively.</p>	<p>A2 – Growth and Development <i>Lifestyle factors</i> <i>Genetic Inheritance</i> <i>Emotional Factors</i> <i>Cultural Factors</i> <i>Environmental Factors</i> A1 Lifestyle factors that can have positive or negative effects on health and wellbeing: o</p>	<p>B1&2 – Life Events <i>Health and Well Being</i> <i>Relationships</i> <i>Life Events</i> A1 Social and Cultural factors that can have positive or negative</p>	<p>Set Assessment A1 Economic and Environmental factors that can have positive</p>	<p>B 1 Lifestyle A1 Health Conditions Secondary Care A1 The impact on physical, intellectual, emotional and</p>	<p>C1 Person Approach Social Model of Desirability Physical Barriers Mental Barriers Geographical Barriers B1 How physiological indicators are used to measure health.</p>

		nutrition o physical activity – smoking, alcohol & substance misuse.	effects on health and wellbeing:	or negative effects on health and wellbeing	social health and wellbeing of different types of life event:	
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Creative and Performing Arts

Year 10 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Introduction to GCSE Art & Unit 1 Coursework 60%	<p><u>INTRODUCTION TO GCSE Art and starting Unit 1 (coursework) 'Natural Forms'.</u></p> <p><u>Ao3 RECORDING</u></p> <p><u>Ao2 Use of Materials</u></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</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures</u></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,</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></p> <p><u>Ao3 RECORDING</u></p> <p><u>Ao4 Creating a personal response</u></p> <p>Students will reflect on areas of strength and create 2 ideas based on Plant Forms and Portraits or plant</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></p> <p><u>Ao2 Use of Materials</u></p> <p><u>Ao3 RECORDING</u></p> <p><u>Ao4 Creating a personal response</u></p> <p>Develop a final response to the Natural Forms Project. Show clear evidence of links to Artists (at this point</p>	<p><u>Unit 1:Project 2 'Masks'</u></p> <p><u>Ao3 RECORDING</u></p> <p><u>Ao2 Use of Materials</u></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</p>	<p><u>Ao1 Developing ideas through understanding of Artists and Cultures.</u></p> <p><u>Ao2 Use of Materials</u></p> <p><u>Ao3 RECORDING</u></p> <p>Students look at Masks from around the world and choose 3 different cultures to research. Students complete 2 large-scale observational pieces from one of the areas they have researched. Working in oil pastel and acrylic paint,</p>

	<p><u>INTRODUCTION TO GCSE DRAMA</u></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><u>Unit 1: DEVSING STIMULUS LAUNCH</u></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><u>Unit 1: DEVSING</u></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><u>Unit 1: DEVSING</u></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><u>UNIT 1: PERFORMANCE EXAM</u></p> <p>Effective performance of Devised work.</p> <p>To understand how to analyse and evaluate their performance work.</p>	<p><u>UNIT 2: COURSEWORK PORTFOLIO</u></p> <p>Focused coursework completion time: Section A (initial research and ideas), Section B (creating and developing the performance) and Section C (evaluation and analysis).</p> <p>Students will submit a first draft, receive detailed feedback work address over the summer holidays. Final submission in September of Year 11.</p>
<p>Year 10 Component 3</p>	<p>“FIND ME”</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 Unit 3 Performance & Response written examination.</p>	<p>“FIND ME”</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 Unit 3 Performance & Response written examination</p>			<p>“FIND ME”</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 Unit 3 Performance & Response written examination.</p>	<p>“FIND ME”</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 Unit 3 Performance & Response written examination</p>

Year 10 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 10	<p><u>Listening and Appraising</u> 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><u>Listening and Appraising</u> 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><u>Listening and Appraising</u> 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><u>Composing</u> 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><u>Composing</u> Students work individually on their Free Composition (worth 15% of final grade) Deadline for completion in DRAFT form – Easter Holidays</p>		<p><u>Composing</u> 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><u>Performing</u> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><u>Performing</u> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><u>Performing</u> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><u>Performing</u> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><u>Performing</u> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>	<p><u>Performing</u> 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
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Year 10	Induction	<p>Component 1: Exploring the Performing Arts Levels: 1/2 Assessment type: Internal, externally moderated 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>	Comp 1 EXAM
		<p>Component 2: Developing Skills and Techniques in the Performing Arts Levels: 1/2 Assessment type: Internal, externally moderated 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>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>3.1 Core Technical Principles</p> <ul style="list-style-type: none"> Materials and their working properties New and Emerging technologies Energy Generation and Storage surface treatments and finishes <p><u>Practical Project - Introductory unit – Skills Stick</u></p> <p>Developing theory and practical skills in Timbers, Polymers and Metals.</p>	<p>3.1 Core Technical Principles</p> <ul style="list-style-type: none"> Developments in new materials Systems approach to designing Mechanical devices Materials and their working properties <p><u>Practical Project - Designer inspired Speaker Project</u></p> <p>Developing theory and practical skills in Polymers, electronics, CAD/CAM and design movements.</p>	<p>3.2 Specialist Technical Principles</p> <ul style="list-style-type: none"> selection of materials or components forces and stresses ecological and social footprint sources and origins the work of others <p><u>Practical Project - Designer inspired Speaker Project</u></p> <p>Developing theory and practical skills in Polymers, electronics, CAD/CAM and design movements.</p>	<p>3.2 Specialist Technical Principles</p> <ul style="list-style-type: none"> using and working with materials stock forms, types and sizes scales of production specialist techniques and processes <p><u>3.3 Designing and making principles</u></p> <ul style="list-style-type: none"> investigation, primary and secondary data environmental, social, economic design strategies communication of design ideas <p><u>Practical Project - Mini NEA project</u> Identifying, investigating and outlining design possibilities.</p>	<p>3.3 Designing and making principles</p> <ul style="list-style-type: none"> prototype development selection of materials and components tolerances material management specialist tools and equipment specialist techniques and processes <p><u>Practical Project - Mini NEA project</u> Identifying, investigating and outlining design possibilities.</p>	<p>Non examined assessment (NEA)</p> <ul style="list-style-type: none"> Students will produce a written or digital design portfolio. Identification of design context and problem. Researching clients and existing products. Questionnaires and consumer profiles. Specification Initial design ideas.

	Term 1 <u>Unit 1- Nutrition</u>	Term 2 <u>Unit 1- Food Science</u>	Term 3 <u>Unit 1- Food Science cont'd</u>	Term 4 <u>Unit 1- Food Provenance</u>	Term 5 <u>Unit 1- Food choice</u>	Term 6 <u>Unit 2- Food Skills and NEA 1 Prep</u>
Year 10	<p>Current guidelines for health:</p> <ul style="list-style-type: none"> - Eatwell Guide - Life stages - Diet related diseases <p>Macronutrients:</p> <ul style="list-style-type: none"> - Proteins (HBV, LBV, complementation) - Carbohydrates (starch, sugar, fibre) - Fats (saturated, unsaturated) <p>Micronutrients:</p> <ul style="list-style-type: none"> - Vitamins (fat soluble, water soluble) - Minerals and water <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> - Team skills challenge - Apple crumble - Custard - Focaccia art - Meringues - Lemon curd - Shortcrust pastry - Quiche 	<p>Functional and chemical properties of food:</p> <ul style="list-style-type: none"> - Carbohydrates (Gelatinisation, Caramelisation, Dextrinisation) - Protein (denaturation, coagulation, foams) - Fats (shortening, aeration, emulsification) - Raising agents (yeast) - Fruit and veg (Enzymic browning, oxidisation) <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> - Custard/ Bakewell tarts - Rough puff pastry - Sausage rolls - Choux pastry - Panna cotta - Christmas cakes 	<p>Why food is cooked?:</p> <ul style="list-style-type: none"> - Heat transfer (conduction, convection, radiation) - Selecting appropriate cooking methods - Food safety <p>Unit 1- Food Safety</p> <ul style="list-style-type: none"> - Microorganisms (bacteria, yeast, moulds) - Bacterial contamination - Food storage, food spoilage - Food poisoning (symptoms, causes and prevention) <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> - Mayonnaise - Chunky chips - Burgers - Decorated cupcakes team challenge - Meatballs and ragu sauce 	<ul style="list-style-type: none"> - Food sources (grown, reared and caught). - Seasonal foods - Sustainability - Food miles - Food processing and production - Nutritional modification <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> - Set dessert - Easter biscuits - Hot Cross Buns - Team pasta challenge - Muffins - Fish cakes 	<ul style="list-style-type: none"> - Food labelling and marketing influences - Religion, culture, ethical, moral and medical. - Allergies - Intolerances - Religion - Sensory analysis - International cuisine <p><u>Possible practicals:</u></p> <ul style="list-style-type: none"> - Jointing a chicken - Katsu curry - Naan breads - Sticky Korean wings - Fajitas - Chocolate mousse - Spun sugar 	<p><u>Practice NEA 1 Experiments:</u></p> <ul style="list-style-type: none"> - Egg foams - Bread flours - Cooking vegetables <p>Sensory evaluation and sensory analysis</p> <p>Nutritional analysis</p> <p><u>Practice NEA 2- plan, prepare and present 3 dishes.</u></p>

Year 10 Graphics Curriculum Overview

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

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Year 10 Textiles Curriculum Overview

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

PE and Sport

Year 10 GCSE PE Curriculum Overview

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