**Year 10 Curriculum Map – Sept to Oct half term**

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| **Maths** | Foundation tier students begin year 10 by embedding their number skills in real-life contexts, such as reading scales, interpreting data in various forms and working with money. Then then revisit and extend their algebra skills through forming and solving equations, and dealing with inequalities.  Students on the higher tier programme of study learn to work with ratio and proportion, including the formal methods for dealing with direct and inverse proportionality. They then extend their statistical skills into more advanced methods for comparing sets of data, averages, and the more complex statistical charts and diagrams. |
| **English** | Due to a review of the curriculum and the desire to provide a greater breadth of study in Year 9, there will be a transitional period for the curriculum changes to be embedded. Current Year 10s (Sept 2019) studied ‘Great Expectations in Year 9 and begin this half term by studying ‘Romeo and Juliet’ thus deepening their understanding of Shakespeare and his use of language and structure. Students in Year 10 will also begin developing their approach to tackling English Language Paper 2.  From September 2020 onwards students will build on their knowledge of poetic form and devices by studying war poetry from the GCSE poetry anthology. Students will also re-visit Charles Dickens’ ideas through the study of English Language Paper 2 and an extract from Charles Dickens about solitary confinement. |
| **Science** | Year 10 began their Science GCSEs in year 9, they studied topic 1 for Chemistry – Atomic structure and periodic table, topic 1 for Physics – Energy and topic 1 for Biology – Cell structure. During this first half term in year 10 they will study topic 2s, Chemistry – Structure and bonding, Biology – Organisation, Physics – Electricity. Set 1 have 2 extra periods of Science per week to cover the extra material in the separate sciences and may move onto to topic 3s, Chemistry – quantitative chemistry, Biology – infection and response, Physics – Paticle model of matter. |
| **Geog** | Students will study 3.2.2 Section B: The changing economic world. They will learn about global variations in economic development and the quality of life. Different economic and social measures, e.g. GNI, HDI. Strategies for closing the development gap. The case study will be an example of an LIC or NEE. |
| **Hist** | Students will study unit AD America, 1920–1973: Opportunity and inequality America. They will study Part 1 – America during the ‘boom’. They will discover that this is a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of this period. Students will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Homework will be set once a week. |
| **HSC** | Component 1 Learning Aim A  Identifying different life stages and gaining understanding of human growth and development across these life stages and the factors that affect it.  This will lead to students researching and completing their first section of the internally assessed portfolio. |
| **Psych** | Introduction to Psychology, research methods and unit 1: Criminal Psychology.  Homework set at least once a week. |
| **RS** | Students will study GCSE Spec A. Students will study part of Theme A ‘Relationships and Families’ from the Thematic paper 2. This will include a philosophical and ethical approach to social and moral issues such as marriage, divorce, gender equality, sexuality and gay rights. This unit will encourage students to think about different religious and non-religious views on moral issues as well as developing the skills to evaluate arguments and reach their own opinions. They will also study part of the Muslim beliefs and practices unit from Paper 1. |
| **DT - Graphics** | Students will look in detail at the functions of packaging. They will use their skills in CAD to create a packing label that illustrates the theme of Halloween whilst also communicating an important safety message. Students will further develop their skills in sketching and drawing and will then realise their ideas digitally using *Photoshop.* They will also gain experience in creating digital 3D prototypes. Theory lessons this half term form an introduction to material properties: Papers and Boards; Timbers; metals; Polymers; Textiles. |
| **DT - Materials** | Theoretical lessons covering introduction to material properties: Papers and Boards; Timbers; metals; Polymers; Textiles.  Practical lessons using focussed practical tasks to cover tool names and uses, material identification and skills making basic woodwork joints.  Homeworks will be a mix of worksheets and research activities that relate to the theoretical knowledge or practical skills covered in recent lessons. |
| **Food** | During the first half term students start to work on the first section of work based on Food Nutrition and Health. The eat well guide, nutrients, alternatives, minerals, and vitamins are also studied. Students complete worksheets and produce a variety of dishes based on healthy eating. These focused practical tasks help to develop students' culinary skills.  Homework is to complete worksheets and bring ingredients required for the consecutive lesson. |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing.  They study topics related to:   Food and meals   Clothes and what to wear   Daily routine   Shopping for clothes  They add to their knowledge of French grammar, with an emphasis on secure formation of present, past and future tenses. They develop their knowledge of GCSE marking criteria and complete tasks across the four skills, including translation from and into the target language. They also develop their skills in forming simple and justified opinions. |
| **Perf Arts** | In preparation for Unit 1: Unlocking Creativity and Unit 3: The Performing Arts Industry during the first 7 weeks of the Technical Award students will explore and experience a range of practical and creative elements, strengthening and deepening their understanding of the Performing Arts industry and allowing them to experience a range of different disciplines both linked to elements of performance and production. They will work with professionals from the Industry with the group Future U and visit the theatre where they can review and discuss what they have seen on the stage. |
| **Art** | DSh: Component 1. Portraiture  In Half-Term 1 students revisit the basics and work through a core skills checklist to make sure they have the necessary knowledge and techniques needed to progress through their GCSE.  They will focus on the work of the most influential artist of the 20th Century, Pablo Picasso, and produce in-depth analysis or his work and relate it back to their own.  The main skills and techniques taught this half-term will be:   * Artist research/analysis * Colour theory * Acrylic painting * Collage * Photography |
| **GCSE PE** | Theory - Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.  Practical - Learners are assessed in their ability to select and perform appropriate skills consistently, precisely and with control and fluency in conditioned, competitive environments, adapting their performance to suit a variety of situations. Starting with Badminton then they will go to table tennis, after which handball or hockey depending on the group’s needs. |
| **Cam Nat** | Students will start two separate assignments.  R052 Developing sports skills, students will start with the main focus of table tennis (individual and officiating) and then moving onto badminton doubles (team). Students will develop their skills, techniques and use of tactics/strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study.  R051: Contemporary issues in sport, students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment. |
| **Enterprise** | Students will spend this half term studying Component 3 – Promotion and Finance For Enterprises which is the examination component of their Tech Award qualification in Enterprise. The skills learned from these projects teach new perspectives and understanding on the world of business and enhance the student’s enterprise capability. The units builds upon knowledge of business start-up and financial skills focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |
| **Comp Sci** | Students will spend this half term studying System Architecture and Programming with Python which are topics assessed by the final examination component of their GCSE Computer Science. The skills learned from these projects teach new perspectives and understanding on the world of IT and enhance the student’s digital capability. The units builds upon knowledge of programming and computer architecture focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform and Office 365 every two lessons. |
| **DIT** | Students will spend this half term studying Component 3 – Effective Digital Working Practices which is the examination component of their Tech Award qualification in Digital Information Technology. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability. The units supplements the more traditional Office and ICT skills focused on in previous years blends the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |