

## Year 10 Curriculum Map

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|---|--|---|--|--|---|
| <b>Maths</b>   | <b>Number</b><br>Place value<br>4 operations, BIDMAS<br>Fractions, decimals and percentages<br>Time<br><b>Algebra</b><br>Sequences  | <b>Algebra</b><br>Expressions and formulae<br>Equations<br>Lines and graphs<br>Non-linear sequences<br><b>Geometry and Measures</b><br>2D representations of 3D shapes<br>Properties of polygons<br>Angles   | <b>Geometry and measures</b><br>Measures<br>Perimeter and area<br>Circumference and area<br><b>Basic probability</b>  | <b>Ratio and proportion</b><br><b>Geometry and measures</b><br>Scale diagrams and bearings<br><b>Number</b><br>Indices<br>Standard form  | <b>Geometry and measures</b><br>Transformations<br>Congruence and similarity<br><br><b>Algebra</b><br>Coordinates and linear graphs<br>Real life graphs  | <b>Statistics</b><br>Collecting and representing data<br>Statistical measures<br><br><b>Algebra review and recap</b>                                |
| <b>English</b><br><b>GCSE Language and Literature</b>        | <b>Reading &amp; Writing Skills:</b><br>Comprehension<br>Language analysis<br>(Lang P1/Ai,ii,iv)<br>Creative Writing<br>(Lang P1B)<br><br>PEARL structure   | <b>Reading &amp; Writing Skills:</b><br>Comprehension<br>Language analysis<br>(Lang P2/Ai,iii)<br>Non-fiction writing<br>(Lang P2B)<br><br>PEARL structure   | <b>Modern Prose &amp; Drama:</b><br>An Inspector Calls<br>(Lit P2/A)<br><br>PEARL structure   | <b>Reading &amp; Writing Skills:</b><br>Structure<br>(Lang P1/Aiii)<br>Comparative analysis<br>(Lang P2/Aii,iv)<br><br>PEARL structure   | <b>Shakespeare:</b><br>Macbeth<br>(Lit P1/A)<br><br>PEARL structure  | <b>Speaking &amp; Listening Skills:</b><br>Spoken Lang – individual presentations/debates<br>(AO7-9)  |
| <b>Science</b><br><b>GCSE Biology</b>                        | <b>Cell Biology</b><br>Animal, plant and bacterial cell structure<br>Cell specialisation and division<br>Mitosis<br>Stem cells<br>Active transport<br>Diffusion and Osmosis<br>How a microscope works<br>Gas exchange | <b>Organisation</b><br><b>Cell Organisation</b><br><b>Structure of red and white blood cells</b><br><b>The digestive system</b><br><b>Enzymes</b><br><b>Lungs</b><br><b>Gas exchange</b><br><b>The circulatory system - heart and blood vessels</b><br><b>Cardiovascular disease</b> | <b>Body System and Organs</b><br>Factors affecting health<br>Communicable and noncommunicable disease<br>Function of white blood cells<br>Impact of stress on health<br>Risk factors associated with disease<br>Cancer<br>Plant cell organisation<br>Transpiration<br>Translocation | <b>Infection and response &amp; Healthy Lifestyle</b><br>Healthy diet<br>How pathogens can spread<br>Communicable disease<br>Viral, bacterial and Fungal disease<br>Vaccination<br>Drug development<br>Antibiotic resistance | <b>Biorganics</b><br><b>Photosynthesis reaction and rate</b><br><b>Use of glucose</b><br><b>Aerobic and Anaerobic respiration</b><br><b>Fermentation</b>   | Repiration and exercise<br>Lactic acid<br>Oxygen debt<br>Exercise<br>Mitochondria   |
| <b>PHSE</b>  | Independence and aspiration<br><b>Developing self-awareness, goal setting adaptability and organisation skills:</b><br>Managing transition to KS4 including learning skills<br>Managing mental health concerns        | Autonomy and advocacy<br>Developing empathy and compassion strategies to manage influence and assertive communication:<br>Relationship expectations<br>Impact of pornography<br>Identifying and responding to abuse and harassment   | Choices and Influences<br>Developing agency, decision making and strategies to manage influence and access support:<br>First aid and life saving<br>Personal safety<br>Online relationships   | Independence and aspiration<br><b>Developing goal setting, leadership and presentation skills:</b><br>Skills for employment<br>Applying for employment<br>Online presence and reputation                                     | Autonomy and advocacy<br>Developing respect for diversity, risk management and support seeking-skills<br>Nature of committed relationships<br>Forced marriage<br>Diversity and discrimination<br>Extremism | Choices and Influences<br>Developing motivation, organisation, leadership and presentation skills:<br>Preparation and reflection on work experience |
| <b>CEIAG - Careers Education, Information &amp; Guidance</b> | Exploring possibilities.<br>What skills and qualities do employers want<br>Work and lifestyle   | The world of work, current changes.<br>Rights and responsibilities<br>Youth employment laws<br>Employment laws and regulations<br>Responsible employers-ethics   | Application skills, purpose of a cover letter and CV, write a basic CV and cover letter<br>Understanding work experience and employer encounters, consider possible placements, visits opportunities for work shadowing.<br>Recording learning achievements                         | Develop a personal sales pitch. How to use persuasive language.<br>Managing money, working with a budget.<br>Thinking ahead, what are the options for me after Y11?  | Types of qualifications and their equivalents<br>My qualifications and potential post 16 progression<br>Review and reflect on learning   | Looking ahead - what are my development areas? What am I looking forward to?  |

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| <b>Sport</b>   | Football<br>Fitness<br>Trampolining<br>Athletics<br>Lifestyle<br>Diet   | Table Tennis<br>Badminton<br>Fitness<br>Participation in Physical Activity<br>Commercialisation and media<br>Performance Enhancing Drugs   | Football<br>Basketball<br>Location and roles of key voluntary muscles<br>The skeletal system  | Resistance bands<br>Yoga<br>Pilates<br>Muscles and fibres<br>Effects of training<br>Injuries and Treatment   | Athletics<br>Football<br>Fitness<br>Methods of training<br>Goal setting<br>Principles of training<br>Planning a training session  | Athletics<br>Football<br>Fitness<br>PEP's<br>Planning, leading and evaluating a training session   |
| <b>Art &amp; Design</b>  | Skills workshops -colour theory.<br>Using colour and monochrome colours.<br>Combining, contrasting and matching<br>Experimenting with media, tools techniques and processes.<br>Investigate the work of relevant artists  | <b>Skills Workshops-Drawing &amp; Composition</b><br>Grades of pencils and how to use them<br>Shading and tone<br>Techniques for recording observations<br>Using a view finder<br>Use of framing<br>Investigate the work of relevant artists   | <b>GCSE Sustained Project. Focus-AO1</b> Develop ideas through investigations demonstrating critical understanding of resources<br>Independent studies<br>Record observations, explore and annotate<br>Investigate the work of relevant artists | <b>GCSE Sustained Project. Focus-AO3</b><br>Record ideas, observations and insights to intentions as work progresses.<br>Use specialist vocabulary<br>Investigate the work of relevant artists | <b>GCSE Sustained Project. Focus- AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media. materials, techniques and processes.<br>Apply knowledge and understanding to the chosen area of study<br>Investigate the work of relevant artists | <b>GCSE Sustained Project. Focus- AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.<br>Critical reflection on personal work |
| <b>ICT</b>   | <b>Baseline Assessment</b><br><br><b>Using ICT to plan &amp; organise work</b><br>Using of the internet<br>Conducting research<br>The difference between a search engine and a website<br>Understand copyright<br>Using Excel to enter, develop & refine information<br>Creating a chart to fulfill a purpose | <b>Microsoft Word, Powerpoint and Excel</b><br>Selecting and using the software applications to meet needs and solve problems<br>Applying a range of formatting and layout techniques to meet needs & purposes<br>Integrating information<br>Using ICT tools to check accuracy<br><br>Evaluation of use of ICT tools for a specific task | <b>Outlook</b><br>Creating & sending emails using appropriate language and formats<br>Attaching files<br>Managing & storing information<br>Printing   | <b>Consolidation of skills</b><br><b>Practice activities and tests</b>   | <b>Consolidation of skills</b><br>Level 1 Examination   | <b>Introduction to Level 2 work</b>  |
| <b>I Media</b><br><b>Business Studies</b><br>Activate Provision Only | <b>Paper 1 -Business Activity</b><br>The role of business enterprise and entrepreneurship<br>Business planning<br>Business ownership<br>Stakeholders in business  | <b>Paper 1 Business Activity &amp; Marketing</b><br>Business aims and objectives<br>Business growth<br>The role of marketing Market research   | <b>Paper 1 Marketing</b><br>Market segmentation<br>The marketing mix  | <b>Paper 1 People</b><br>The role of human resources: Organisational structures and different ways of working  | <b>Paper 1 People</b><br>Communication in business<br>Recruitment and selection   | <b>Paper 1 People</b><br>Motivation and retention<br>Training and development<br>Employment law<br>Revision & mock exam  |