

# Year 10 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<b>Number</b> Place value 4 operations, BIDMAS Fractions, decimals and percentages Time <b>Algebra</b> Sequences	<b>Algebra</b> Expressions and formulae Equations Lines and graphs Non-linear sequences <b>Geometry and Measures</b> 2D representations of 3D shapes Properties of polygons Angles	<b>Geometry and measures</b> Measures Perimeter and area Circumference and area <b>Basic probability</b>	<b>Ratio and proportion</b> <b>Geometry and measures</b> Scale diagrams and bearings <b>Number</b> Indices Standard form	<b>Geometry and measures</b> Transformations Congruence and similarity  <b>Algebra</b> Coordinates and linear graphs Real life graphs	<b>Statistics</b> Collecting and representing data Statistical measures  <b>Algebra review and recap</b>
<b>English GCSE Language and Literature</b>	<b>Reading &amp; Writing Skills:</b> Comprehension Language analysis (Lang P1/A,ii,iv) Creative Writing (Lang P1B)  PEARL structure	<b>Reading &amp; Writing Skills:</b> Comprehension Language analysis (Lang P2/A,iii) Non-fiction writing (Lang P2B)  PEARL structure	<b>Modern Prose &amp; Drama:</b> An Inspector Calls (Lit P2/A)  PEARL structure	<b>Reading &amp; Writing Skills:</b> Structure (Lang P1/A,iii) Comparative analysis (Lang P2/A,iv)  PEARL structure	<b>Shakespeare:</b> Macbeth (Lit P1/A)  PEARL structure	<b>Speaking &amp; Listening Skills:</b> Spoken Lang – individual presentations/debates (AO7-9)
<b>IGCSE Combined Science</b>	<b>Biology</b> Characteristics of living organisms Cells Movement into and out of cells Biological molecules Enzymes	<b>Chemistry</b> States of matter Atoms, elements and compounds Stoichiometry Electrochemistry	<b>Physics</b> Motion Forces Energy	<b>Biology</b> Plant nutrition Human nutrition Transport in plants Transport in animals Diseases and immunity	<b>Chemistry</b> Chemical energetics Chemical reactions Acids, bases and salts The Periodic Table	<b>Physics</b> Thermal physics Waves
<b>PSHE &amp; RSE - Personal, Social, Health and Economic Education &amp; Relationships and Sex Education</b>	<b>Independence and aspiration</b> Developing self-awareness, goal setting adaptability and organisation skills: Managing transition to KS4 including learning skills Managing mental health concerns	<b>Autonomy and advocacy</b> Developing empathy and compassion strategies to manage influence and assertive communication: Relationship expectations Impact of pornography Identifying and responding to abuse and harassment	<b>Choices and Influences</b> Developing agency, decision making and strategies to manage influence and access support: First aid and life saving Personal safety Online relationships	<b>Independence and aspiration</b> Developing goal setting, leadership and presentation skills: Skills for employment Applying for employment Online presence and reputation	<b>Autonomy and advocacy</b> Developing respect for diversity, risk management and support seeking-skills Nature of committed relationships Forced marriage Diversity and discrimination Extremism	<b>Choices and Influences</b> Developing motivation, organisation, leadership and presentation skills: Preparation and reflection on work experience
<b>CEIAG - Careers Education, Information &amp; Guidance</b>	<b>Exploring possibilities</b> What skills and qualities do employers want Work and lifestyle	<b>The world of work</b> Current changes Rights and responsibilities Youth employment laws Employment laws and regulations Responsible employers-ethics	<b>Application skills</b> Purpose of a cover letter and CV, write a basic CV and cover letter Understanding work experience and employer encounters, consider possible placements, visits opportunities for work shadowing Recording learning achievements	<b>Develop a personal sales pitch</b> How to use persuasive language Managing money, working with a budget Thinking ahead, what are the options for me after Y11?	<b>Types of qualifications and their equivalents</b> My qualifications and potential post 16 progression Review and reflect on learning	<b>Looking ahead</b> - what are my development areas? What am I looking forward to?
<b>Physical Education</b>	<b>Practical:</b> Badminton (Hook - Football/Trampolining) <b>Baseline Test:</b> Coopers Run (Cardiovascular Endurance) <b>GCSE Content:</b> Socio-Cultural Influences, Drugs in Sport, Commercialisation & Ethical Issues.	<b>Practical:</b> Basketball (Hook-Dodgeball/Trampolining) <b>Baseline Test:</b> Alternative Hand Wall Toss Test (Coordination) <b>GCSE Content:</b> Musculoskeletal System, Movement Analysis, Biomechanics.	<b>Practical:</b> Table Tennis(Hook - Football/Trampolining) <b>Baseline Test:</b> Illinois Agility Test (Agility) <b>GCSE Content:</b> Cardiorespiratory System, Movement Analysis, Biomechanics	<b>Practical:</b> Handball (Hook-Dodgeball/Football) <b>Baseline Test:</b> Multistage Fitness Test (Muscular Endurance) <b>GCSE Content:</b> Effects of Exercise on Body Systems , Health, Fitness and Wellbeing, Diet and Nutrition	<b>Practical:</b> Athletics & Field Events (Hook-Rounders/Football) <b>Baseline Test:</b> Sit & Reach Test (Flexibility) <b>GCSE Content:</b> Components of Fitness, Fitness Testing, Principles of Training	<b>Practical:</b> Cricket (Hook-Rounders/Football) <b>Baseline Test:</b> Sargent Jump Test (Power) <b>GCSE Content:</b> Principles of Training, Injury Prevention, Goal-Setting
<b>Art &amp; Design</b>	<b>Skills workshops -colour theory</b> Using colour Revisiting the colour wheel Monochrome colours. Combining, contrasting and matching Experimenting with media, tools techniques and processes. E.g. blending, layering, shading and stippling Study the work of relevant artists Visit relevant galleries or museums (Incl online)	<b>Skills Workshops-Drawing &amp; Composition</b> Grades of pencils and how to use them Shading and tone Techniques for recording observations Using a view finder Use of framing Use of highlights Study the work of relevant artists Visit relevant galleries or museums (Incl online)	<b>GCSE Sustained Project. Focus-A01</b> Record Observations Explore through a range of 2D and/or 3D process and media practical application skills Independent studies Use contextual sources e.g the work of other artists designers etc to inform their work Explore different purpose and intention Explore different functions of art, craft and design Annotate work Study the work of relevant artists Visit relevant galleries or museums (Incl online)	<b>GCSE Sustained Project. Focus-A03</b> Record ideas, observations and insights to intentions as work progresses Use specialist vocabulary Study the work of relevant artists Visit relevant galleries or museums (Incl online)	<b>GCSE Sustained Project. Focus- A02</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes Apply knowledge and understanding to the chosen area of study Study the work of relevant artists Visit relevant galleries or museums (Incl online)	<b>GCSE Sustained Project. Focus- A04</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language Critical reflection on personal work
<b>3D Design</b>	<b>GCSE Sustained Project</b> The project set is reflective of the interest of the pupil Realise personal intentions Use the creative process Develop & explore ideas Make annotations, communicating intention, response	<b>Mock exam- Final piece</b>	<b>Exam preparation</b> Independent study Record observations	<b>Exam preparation</b>	<b>Exam Preparation</b> GCSE Exam	<b>GCSE Sustained project</b> External moderation
<b>ICT</b>	<b>Baseline Assessment</b> <b>Using ICT to plan &amp; organise work</b> Using of the internet Conducting research The difference between a search engine and a website Understand copyright Using Excel to enter, develop & refine information Creating a chart to fulfill a purpose	<b>Microsoft Word, Powerpoint and Excel</b> Selecting and using the software applications to meet needs and solve problems Applying a range of formatting and layout techniques to meet needs & purposes Integrating information Using ICT tools to check accuracy Evaluation of use of ICT tools for a specific task	<b>Outlook</b> Creating & sending emails using appropriate language and formats Attaching files Managing & storing information Printing	<b>Consolidation of skills</b> <b>Practice activities and tests</b>	<b>Consolidation of skills</b> Level 1 Examination	<b>Introduction to Digital Functional Skills</b> Know the features of a device Uses of a device making a phone or video call, or sending emails while away from a desk Understand applications refers to those for desktop, laptop and mobile devices Know that applying system settings refers to examples such as changing screen brightness, changing speaker volume, or connecting to a Wi-Fi network at work or home Know navigating online content refers to using menus, hyperlinks and browser navigation controls such as back and forward buttons or bookmarks. Know internet searches refers to a specific and clearly defined piece of information or content that might be required in a work or real-life context
<b>Business Studies</b>	<b>Paper 1 -Business Activity</b> The role of business enterprise and entrepreneurship Business planning Business ownership Stakeholders in business	<b>Paper 1 Business Activity &amp; Marketing</b> Business aims and objectives Business growth The role of marketing Market research	<b>Paper 1 Marketing</b> Market segmentation The marketing mix	<b>Paper 1 People</b> The role of human resources Organisational structures and different ways of working	<b>Paper 1 People</b> Communication in business Recruitment and selection	<b>Paper 1 People</b> Motivation and retention Training and development Employment law Revision & mock exam