

# Year 10 Curriculum Plans 2023-2024

Please note the timings of the topics may vary.

<b>Core GCSEs (Compulsory)</b>
<b>Foundation Subjects (Compulsory non-qualifications)</b>
<b>Options GCSEs (Students select 3)</b>

Subject	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Art &amp; Design GCSE</b>	Foundation project: <ul style="list-style-type: none"> <li>· Tone &amp; Texture (Concertina presentation of scanned images/magazine sections and real fragments of lace/hessian/bubble wrap etc). Graphite stick, coloured pencil, biro, fine liner...)</li> <li>· Accidental ('anti-precious') mark-making (ink splashing &amp; dripping) &amp; Abstract Expressionism (A4/3 acrylic painting on canvas board- exploring glazing, palette knife use). Developed into stitch (artists: Gwen Headley, Elvis Robertson)                             <ul style="list-style-type: none"> <li>· Colour wheel</li> <li>· Art detectives (using whole GCSE projects)</li> </ul> </li> <li>· Skills- Presentation of sketchbooks, ellipses, one-point perspective</li> </ul> Start Unit 1 (Choice of topics): <ul style="list-style-type: none"> <li>· Spill, Drop, Break</li> <li>· Woven/Tangled                             <ul style="list-style-type: none"> <li>· Mobile</li> </ul> </li> <li>· Jumble (eg piled high, spilling over)</li> </ul> Observational drawing, photography, batik, lino, stitch, collage, paint		Unit 2: 'Transformation' includes Kew visit May 2023			
<b>Biology GCSE</b>	Plant Organisation	Infection and Response		Bioenergetics		Ecology
<b>Chemistry GCSE</b>	Quantitative Chemistry		Chemical Changes		Energy Changes	Rates and Extent of Chemical Change
<b>Computer Science GCSE</b>	Algorithms, Programming	Data Representation	Computer Systems	Programming	Impacts of Technology	Programming



<p><b>Drama GCSE</b></p>	<p>Introduction To Course Practical: Firkins Nonsense Script – Exploration Of Performance Skills Component 3</p> <p>Theory: Terminology And Live Theatre Analysis Component 1</p>	<p>Practical Workshops On Performance Skills Interwoven To Improve Performance Skills For Component 2 And Component 3</p> <p>Mock Of Devised Piece And Devising Log Component 2</p>	<p>Blood Brothers Practical And Theoretical Exploration Of Set Text = Component 1</p> <p>Live Theatre Analysis Introduction Component 1</p> <p>Mock Focus - Component 1</p>		<p>Exploration Of Practitioners And Devising Skills To Explore Different Groupings And Skills Component 2</p> <p>Component 3 Introduction To Scripts And Structure</p> <p>Live Theatre Analysis Component 1</p>	<p>Devising Explration Continued Component 2 (Two Weeks May Work Experience) Live Theatre Analysis Component 1</p>	
<p><b>English Language and Literature GCSEs</b></p>	<p><b>Writer's Workshop Find Your Voice</b> Writing to narrate and describe. Writing to argue</p> <p><b>Introduction to Modern Prose or drama</b> Genre conventions Text and sentence structures Variety of techniques Technical accuracy</p>	<p><b>Modern prose or drama &amp; Poetry</b> Note taking Quotation bank Using quotations Context Terminology</p>		<p><b>Non-fiction</b> Audience/purpose /genre Reading and writing <b>Poetry</b> Comparison Preparation for Y10 exam Quotations Terminology</p>	<p><b>Preparation for exam</b> Focus revision task on areas which are directly relevant to texts you'll be studying. Quotation banks Group revision guides/presentations Exam techniques</p>	<p><b>C19th Novel</b> Plot/structures/ characters/ themes/context etc</p>	<p><b>C19th Novel</b> Plot/structures/ characters/ themes etc</p>



<p><b>Fashion and Textiles GCSE</b></p>	<p>Unit 1 Joining methods (open, overlapped, french, felled seam)</p> <p>Construction shaping methods – fullness and reduction (Darts, gathers, pleats, folds, pin tucks, wave tucks)</p> <p>Focused practical task “Clutch bag” – insertion of zip, commercial components and production methods Evaluation and technical spec trial Feedback at end of project</p>	<p>Unit 2 60s Skirt project – focused practical task Materials and processes Measuring and marking up Pattern drafting Construction methods Design Finishing processes</p> <p>Feedback at end of project</p>	<p>Unit 3 Corset project – “designing for a client” Design and Make assignment</p> <p>Stages of iterative design Research methods Understanding user needs and contextual analysis Designing Testing and development</p> <p>Feedback during project</p>	<p>Unit 4 Cont..... Planning and production methods Construction techniques Project evaluation and testing</p> <p>Feedback at end of project</p>	<p>Unit 5e Presentation and communication skills Working with CAD – laser cutting Focused Practical Task Feedback at end of project</p>	<p>Unit 6 NEA Context and project planning Initial ideas – concepts Research</p>
<p><b>Food and Nutrition GCSE</b></p>	<p>Nutritional analyses Sensory analysis methodology Protein Science and nutrition Eggs</p>	<p>Science of fats and oils Vitamins and minerals (micronutrients) Eatwell guide and macronutrients Vitamin loss through cooking Bread functions of ingredients</p>	<p>Pastry making Milk theory Butter Raising agents</p>	<p>Starch theory Carbohydrate nutrition Factors affecting food choice HACCP</p>	<p>NEA 1 practice experiments x 3  Assessment of NEA 1 documentation</p>	<p>NEA 2 practice cooking (x3)  Assessment of NEA 2 documentation</p>



<b>French GCSE</b>	Theme 1: Cultural & daily life Family – physical descriptions –adjectives - negatives - personality – relationships comparisons/superlatives – pets	Daily routine – present tense reflexive verbs – adverbs of frequency- home and chores - negatives	Pastimes – regular & irregular verbs - adverbs of frequency - negatives	Sport, keeping healthy, mental health Theme 2: Holidays – transport, accommodation, activities, problems (negatives), descriptions	Theme 2:Town – where I live – places in town – on peut	Theme 3: School buildings & facilities - subjects – preferences- uniform – rules - future plans - changes?
<b>Geography GCSE</b>	UK's evolving physical landscape (Rocks, Rivers and Coasts)  Swanage Fieldwork		Development dynamics  UK's Evolving Human Landscape		UK's evolving human landscape  Corfe Castle Fieldwork	
<b>German GCSE</b>	Introduction Revision of the present, perfect, future tenses, word order rules. Revision of clothes, school subjects.	Theme 3: School Opinion phrases – pros and cons, adjectives, reflexive verbs, telling the time, modal verbs, negatives (school rules), comparing British and German school system, school building, school trips, conditional tense (ideal school), celebrating success – separable verbs. Communication with partner.	Theme 1: Free time Discussing literature, music, TV and film, adverbs of frequency, cultural awareness, opinion phrases, comparatives & superlatives, discursive skills, embedding of 4 tenses	Theme 1: Festivals & Traditions Swiss sports, Advent & Christmas, Carnival, Oktoberfest conditional tense, 3 tenses	Theme 1: Relationships Family, friendships, relationships, role models. Relative clauses, adjective endings, modal verbs in the imperfect	Theme 1 & 2: Daily life and local area Daily life, food - technology - where I live – places in town – dative and accusative prepositions, comparatives, superlatives
<b>History GCSE</b>	Russia: Tsardom and Communism 1894-1945 Conflict and Tension – the causes and events of the First World War 1894-1918		Conflict and Tension – the causes and events of the First World War 1894-1918		Year 10 Exam Britain Power and the People: c.1170 to the present day	



<b>Maths GCSE</b>	Counting Strategies, Frac/Dec Equivalent, Angles and 2D shapes, Expanding brackets and factorising	Assessment 1, Forming and solving equations and inequalities, Power, Indices and SI Form, Algebraic Expressions and Formulae, Probability	Similar Shapes and congruency, Straight line graphs and functions	Simultaneous equations 2, Pythagoras and Trigonometry	Year 10 Exams, Function and Graphs, Rounding and Approximation, Bearings	Charts and Averages, Forming and Solving Inequalities 3
<b>Music GCSE</b>	<p>Component 1 (Performing) -Ensemble performance of composition task -Solo performance 1</p> <p>Component 2 (Composing) - Group Composition inspired by study of Release</p> <p>Component 3 (Appraising) - Release</p> <p>Explore the element of music</p> <p>Basic theory revision and consolidation</p>	<p>Component 1 (Performing) -Ensemble performance of Remembrance. Assembly commission - Ensemble performance at Christmas tea part</p> <p>Component 2 (Composing) - Sibelius refresher -Individual composition 1</p> <p>Component 3 (Appraising) - Pathetique</p> <p>-Exploring harmony: chords, inversion, cadences &amp; sequences</p> <p>- Exploring melody: effective melody writing</p>	<p>Component 1 (Performing) - Introduction to how GCSE performances are assessed - Ensemble performance 1</p> <p>Component 2 (Composing) - Introduction to set briefs, exploring how to respond effectively</p> <p>Component 3 (Appraising) - Music for a While - Embedding exam technique</p>	<p>Component 1 (Performing) -Solo</p> <p>Performance 2 Component 2 (Composing) - General compositional techniques teaching</p> <p>Individual composition exercise 2</p> <p>Component 3 (Appraising) - Defying Gravity - Preparing of the Y10 Appraising exam after Easter</p>	<p>Component 1 (Performing) -Solo performance 2 preparation</p> <p>- Introduce ensemble framework and allocate pieces</p> <p>Component 2 (Composing) - General compositional techniques teaching</p> <p>- Introduce exam board briefs and apply this approach to devising own brief</p> <p>Component 3 (Appraising) - Begin Brandenburg 5</p>	<p>Component 1 (Performing) -Y10 Solo performance 2 recording - Summer Concert class performance</p> <p>Component 2 (Composing) - General compositional techniques teaching</p> <p>Individual composition 3 (free brief) continued</p> <p>Component 3 (Appraising) - Finish Brandenburg 5 - Begin Killer Queen</p>
<b>PE (Core)</b>	<p>Physical literacy, sports specific competence, trainability, physical performance</p> <p>Recognise and respond to different stimuli, refine and change ideas, adapt and improvise</p> <p>Netball, Health Related Fitness, Trampolining, Outdoor Activities, Dance, Volleyball, Table Tennis, Badminton</p>		<p>Problem solving, idea generating, analytical making capacity, decision making capabilities</p> <p>Understanding my body during exercise, activity specific fitness, planning fitness programmes</p> <p>Netball, Health Related Fitness, Trampolining, Outdoor Activities, Dance, Volleyball, Table Tennis, Badminton</p>		<p>Self-awareness and responsibility, determination and resilience, communication, empathy and social awareness, leadership and influence, collaboration, aspiration, integrity and self-respect</p> <p>Athletics, Tennis, Rounders, Health Related Fitness, Cricket</p>	



<b>PE GCSE</b>	Topic 3: Physical Training Health Fitness & Exercise Components of Fitness Principles of Training	Topic 2 : Sports Psychology Goal Setting Classification of skills Mental Preparation	Topic 2: Movement Analysis How to optimise Training & Prevent injury Levers Planes and Axes of Movement	Topic 3: Socio-cultural influences Commercialisation Media & sport	Topic 1: Applied anatomy and Physiology The structure and function of the musculoskeletal system REVISION	Topic 1: Physical Health Social, Physical & Mental Health Energy use & diet REVISION
<b>Physics GCSE</b>	Forces (part 1)		Electricity		Energy	
<b>Product Design GCSE</b>	Unit 1 Communication Project Sketching (Isometric) Rendering Use of key computer programs SketchUp and Techsoft Laser cutting 3D Printing Design Card modelling Styrofoam modelling Feedback at end of project	Unit 2 Wood Project Materials and processes Measuring and marking up Use of hand tools Wood joints Components, fixings and adhesives (wood) Design Finishing processes Feedback at end of project	Unit 3 Plastics and Electronics project Materials and processes Laser cutting (advanced) Soldering and electronics Design Vacuum forming Vinyl cutting Components, fixings and adhesives (plastics) Finishing processes Feedback at the end of the project	Unit 4 & 5b Upcycling project Sustainability and the environment Design Process Problem solving Independent project Planning	Unit 5d Upcycling project cont Use of advanced machinery CNC router Project evaluation Feedback at end of project	Unit 6 NEA Context and project planning Initial ideas Research



RS GCSE

Term 1: Buddhist beliefs  
 The Buddha:  
 Early life – pre-birth, birth, prediction, life in palace  
 Four Sights – old age, sickness, death, holy man  
 Renunciation – leaving palace, becoming an ascetic  
 Enlightenment – seeing the world as it really is  
 Teachings - The Deer Park Sermon (first turning of the wheel of dharma)  
 Types of suffering (dukkha); causes of suffering (tanha); enlightenment as the end of suffering (nirodha)  
 Following the Eightfold Path as a way to end suffering (magga) (Dhammapada 1, 5).  
 The three sections of the Eightfold Path:  
 Wisdom (panna) right understanding, right intention  
 Morality (sila) right speech, right action, right livelihood  
 Meditation (samadhi) right effort, right mindfulness, right concentration  
 Challenges of living according to Buddhist teachings

Term 2: Buddhist practices  
 Meditation Practices:  
 Significance and importance of meditation (Dhammapada 282)  
 Types of meditation – breathing (samatha)  
 Loving kindness (mettabhavana)  
 Insight meditation (vipassana)  
 Festivals & Retreats:  
 Wesak – celebration of birth of the Buddha  
 Kathina – festival that marks the end of Vassa (the traditional retreat for monks during the rainy season)  
 Parinirvana Day – marks the Buddha’s death and passing into final nirvana (Mahayana)  
 Devotional practices  
 The role and significance of chanting  
 Use of malas to count mantras or breaths in meditation  
 Role of mantra recitation to evoke enlightenment  
 Puja  
 Death and mourning  
 The significance of ceremonies and rituals associated with death and mourning as practised in Theravada communities:  
 transferring to rebirth. Cremation practices and almsgiving  
 Mahayana practices: Japan: cremated ashes are buried.  
 Importance of name. Tibet: chanting and sky burials, offerings to monks.

In Term 3, the study focuses on the concepts of good and evil, as well as issues related to rights. It delves into various perspectives on what constitutes a morally wrong act, including religious and ethical views on absolute and relative morality, conscience, virtues, and sin. Additionally, the curriculum explores beliefs about the causes of crime, the purposes of punishment (such as justice, retribution, deterrence, and reformation), and the treatment of criminals, with attention to prison reform efforts. The study also covers Christian responses to the death penalty, forgiveness, philosophical perspectives on the origin of evil, and the relationship between God, free will, and the existence of evil and suffering. Regarding rights, it examines Christian beliefs and teachings on the dignity of human life, practices promoting human rights and equality, conflicts between personal convictions and legal standards, censorship, freedom of religious experience, prejudice, discrimination, and ethical considerations related to wealth acquisition and use, with practical examples from Christian charities working to alleviate poverty in the twenty-first century.



<p><b>Spanish GCSE</b></p>	<p>Introduction Greetings – personal information – school bag - alphabet – numbers 1-100 - where I live – nationalities - adjectives</p>	<p>Theme 1: Cultural &amp; daily life Family – physical descriptions – adjectives -negatives - personality – comparisons/superlatives – pets – school (lessons &amp; facilities)</p>	<p>Daily routine – present tense regulars and stem changing – home and chores - negatives adverbs of frequency Pastimes – regular, irregular &amp; stem-changing verbs - adverbs of frequency - negatives</p>	<p>Theme 2: Holidays – transport, accommodation, activities, problems (negatives), soler + infinitive, descriptions</p>	<p>Theme 2:Town – where I live – places in town – se puede</p>	<p>Theme 3: School buildings &amp; facilities - subjects – preferences- uniform – rules - future plans - changes?</p>
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