**Curriculum Overview**

**Year 10**

**Autumn Term 2022-2023**

In this booklet you will find details for each subject which focusses on the substantive knowledge (facts etc) and disciplinary knowledge (how the subject gains knowledge. For example, in Science, disciplinary knowledge would focus on practical investigations, enquiry and data analysis etc).

This knowledge has been carefully sequenced to build in complexity and focuses on securing core knowledge, before moving on to more complex knowledge.

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| Books | This symbol indicates the ways in which we will  support pupils with their reading. |
| Speech | This symbol indicates the key terminology we will be introducing in lessons. |
| Checklist RTL | This symbol indicates how we will assess progress in the term. |
| Home | This symbol indicates the homework pupils will be set. |

**Curriculum Overview for English**

**Year 10**

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| **Half Term 1 - Reactivation of An Inspector Calls interleaved with Other fictional texts from the 19th, 2oth and 21st centuries.**  **Substantive Knowledge:**   * Common features/conventions of a play script (Test) * The impact/effect of form (play script features) in AIC (Essay/discussion) * The plot structure of AIC (test) * How and why characters have been consciously constructed for a purpose. (Essay/discussion) * Priestley’s big idea - intent for the play and further context of 1912 & 1945 (Essay/discussion and test) * How the themes of social responsibility, gender, capitalism v socialism, power and injustice, the generation gap are presented throughout the play. (Essay/discussion) * How to structure an argument for an analytical response. (Essay) * Grammatical rules for reading, writing and spoken language. * Using Standard English appropriately.   **Disciplinary Knowledge:**   * Summarise the plot of AIC – (test) * Summarise character and purpose of construction. (Test) * Summarise the relationship between characters. (Test) * Read fluently and critically to gain good understanding of texts. * Identify and explain the metaphor/symbolism of characters. (Essay/discussion) * Identify and explain symbols/motifs. (Essay/discussion) * Identify and analyse meaning through writer’s use of Form, Language and Structure. (Essay) * Explore how key themes are presented. (Essay and discussion) * Consider alternative interpretations. (Essay and discussion) * Evaluate writer’s intent. (Essay and discussion) * Apply understanding of context show understanding of the relationships between texts and the contexts in which they were written * Use knowledge gained from wide reading to inform and improve own writing. * Apply grammatical rules to write grammatically accurately, using a range of punctuation and vocabulary accurately and for effect. * Spell accurately. | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech | Capitalism  Socialism  Microcosm  Interrogate  Hierarchy  Politics  Corruption  Social statue  Hubris  Injustice  Patriarchy  Envious  Infidelity  Form  Structure  Plot  Characterisation  Symbolism  Motif  Characterisation  Foreshadowing  Anagnorisis. |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided. * Regular opportunities to practise summarizing and thesis statements. * Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis.   End point Essay – exam style question.  End point Test. |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary.  Research of social, historical and cultural context |
| **Half Term 2: A Christmas Carol interleaved with Non-fiction texts from the 19th, 20th and 21st centuries and Power and Conflict poetry with shared themes and context.**  **Substantive Knowledge:**   * Common features/conventions of the Gothic Genre (Test) * The impact/effect of The Gothic Form * The plot structure of *A Christmas Carol* (test) * How and why characters have been consciously constructed for a purpose. (Essay/discussion) * Writers’ big ideas - intent for the novel/poem/text and context of Victorian England .(Essay/discussion and test) * How the themes of social responsibility, poverty, wealth, family, power and religion are presented in the texts. * Consider how each presents writer a perspective or viewpoint to influence the reader. * How to structure an argument for an analytical response. (Essay) * Grammatical rules for reading, writing and spoken language. * Using Standard English appropriately.   **Disciplinary Knowledge:**   * Summarise the plot of ACC – (test) * Summarise character and purpose of construction. (Test) * Summarise the relationship between characters. (Test) * Read fluently and critically to gain good understanding of texts. * Identify and explain the metaphor/symbolism of characters. (Essay/discussion) * Identify and explain symbols/motifs. (Essay/discussion) * Identify and analyse meaning through writer’s use of Form, Language and Structure. (Essay) * Explore how key themes are presented. (Essay and discussion) * Consider alternative interpretations. (Essay and discussion) * Evaluate writer’s intent. (Essay and discussion) * Apply understanding of context; show understanding of the relationships between texts and the contexts in which they were written and read * Use knowledge gained from wide reading to inform and improve own writing; producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them. * Apply grammatical rules to write grammatically accurately, using a range of punctuation and vocabulary accurately and for effect. * Spell accurately. | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech | |  |  |  | | --- | --- | --- | |  |  |  | | Philanthropist  Misanthropic  Benevolent  Apoplectic  Facetious  Opulence  Macabre  Odious  Destitute  Plight  Rudimentary |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided. * Regular opportunities to practise summarizing and thesis statements. * Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis.   End point Essay – exam style question.   * End point Test. |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary.  Research of social, historical and cultural context. |

**Curriculum Overview for Mathematics**

**Year 10**

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| **Half Term 1: Angles, bearings and scale diagrams**  **Declarative Knowledge:**  Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries  **Procedural Knowledge:**  Use the Standard conventions for labelling and referring to the sides and angles of triangles  Draw diagrams from written descriptions  Understand and find alternate and corresponding angles on parallel lines  Use scale factors, scale diagrams and maps  **Conditional Knowledge:**  Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles in geometric problems.  Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons, notation, reflection, line of reflection, order of rotational symmetry. |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Properties of Polygons**  **Declarative Knowledge:**  Use the terms regular and irregular polygons. Know the sum of angles in a triangle.  **Procedural Knowledge:**  Understand how to draw diagonals of a polygon, by joining vertices.  **Conditional Knowledge:**   * Derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) * Derive and apply the properties and definitions of:   + special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus   + and triangles and other plane figures using appropriate language | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Polygon, regular, irregular, vertex, diagonal, triangle, angle sum, interior, exterior, opposite angle, alternate angle, corresponding angle, right angle, acute, obtuse, reflex, degrees, parallel |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Calculating with percentages**  **Declarative Knowledge:**   * Define percentage as ‘number of parts per hundred’   **Procedural Knowledge:**   * Express one quantity as a percentage of another * Interpret percentages and percentage changes as a fraction or decimal and interpret these multiplicatively * Compare two quantities using percentages * Work with percentages greater than 100%   **Conditional Knowledge:**   * Solve problems involving percentage change, including:   + percentage increase / decrease problems   + original value problems   + simple interest, including in financial mathematics * Interpret fractions and percentages as operators | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Fraction, decimal, percentage, percentage change, proportion, increase, decrease, original value, simple interest, compound interest |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Basic Algebra**  **Declarative Knowledge:**   * Use and interpret algebraic notation, including:   http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/Basic_Algebra_A1_images/8300%20Foundation%203y%20in%20place%20of%20y+y+y%20and%203%20x%20y(1).jpg  http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/Basic_Algebra_A1_images/8300%20Foundation%20a2%20in%20place%20of%20a%20x%20a.jpg  http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/Basic_Algebra_A1_images/8300%20Foundation%20a3%20in%20place%20of%20a%20x%20a%20x%20a.jpg  http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/Basic_Algebra_A1_images/8300%20Foundation%20a2b%20in%20place%20of%20a%20x%20a%20x%20b.jpg  http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/Basic_Algebra_A1_images/8300%20Foundation%20a%20over%20b%20in%20place%20a%20div%20b.jpg   * coefficients written as fractions rather than as decimals * brackets * Use conventional notation for priority of operations, including brackets, powers, roots and reciprocals   **Procedural Knowledge:**   * understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors * Simplify and manipulate algebraic expressions by:   + collecting like terms   + multiplying a single term over a bracket   + taking out common factors   **Conditional Knowledge:**  Simplify and manipulate algebraic expressions including those involving surds  Identify missing terms or coefficients by manipulating identities | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Coefficient, fraction, term, expression, equation, identity, formula, inequality, bracket, factor, common factor, priority of operations, power, root, reciprocal |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Equations**  **Procedural Knowledge:**   * Substitute numerical values into formulae and expressions, including scientific formulae * Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Formula, expression, equation, unknown, solve, substitute, operation, reverse, solution |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Sequences**  **Procedural Knowledge:**   * Generate terms of a sequence from either a term-to-term or a position-to-term rule   Recognise and use:   * sequences of triangular, square and cube numbers * simple arithmetic progression * Fibonacci type sequences * quadratic sequences * and simple geometric progressions (`r^n` where `n` is an integer and `r`is a rational number > 0) * Deduce expressions to calculate the nth term of linear sequences   **Conditional Knowledge:**   * Deduce expressions to calculate the nth term **quadratic** sequences | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Sequence, term , position, position-to-term rule, term-to-term rule, nth term, linear, arithmetic, quadratic, square, triangular, Fibonacci, geometric, generate |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Co-ordinates and linear graphs**  **Declarative Knowledge:**   * Work with co-ordinates in all four quadrants   **Procedural Knowledge:**   * Plot graphs of equations that correspond to straight line graphs in the co-ordinate plane * Use the form https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/coordinates_and_linear_graphs/y=mx+c%202nd.jpg to identify parallel lines **and perpendicular lines**   **Conditional Knowledge:**   * Solve geometrical problems on co-ordinate axes * Find the equation of the line through two given points, or through one point with a given gradient * Identify and interpret gradients and intercepts of linear functions graphically and algebraically | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Co-ordinate, line, point, graph, gradient, intercept, plot, linear function, parallel, perpendicular, x-axis, y-axis, equation, coefficient |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Real Life Graphs**  **Procedural Knowledge:**   * Plot and interpret graphs (including reciprocal graphs **and exponential graphs**) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration   **Conditional Knowledge:**   * Interpret the gradient of a straight-line graph as a rate of change | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Speed, distance, time, acceleration, proportional, gradient, equation, coefficient, reciprocal, exponential, kinematic, rate of change |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Biology**

**Year 10**

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| **Half Term 1: Organisation and Infection & Disease**  **Substantive Knowledge:**  Structure and function of xylem, phloem and root hair cells  Transpiration stream as a transport system  Communicable diseases – Spread methods, reduction and prevention, reproduction.  Viral diseases – Measles, vaccinations, HIV and the immune system, Tobacco mosaic virus and impact on plants.  Bacterial diseases – Salmonella effects and causes, Gonorrhoea treatment, causes, spread.  **Disciplinary Knowledge:**  Analysis of data  Importance of prevention and cure  Developing scientific arguments | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Xylem, phloem, transpiration, root, pathogen, virus, bacteria, |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |
| **Half Term 2: Infection and Response**  **Substantive Knowledge:**  Fungal diseases – Rose black spot effects and treatment.  Protist diseases – Malaria spread and prevention.  Human defence – Non-specific and WBCs.  Vaccination – How it works, why we do it.  Antibiotics and painkillers – Use, how they work, fact that painkillers don’t kill pathogens.  Monoclonal antibodies (Triple) – Production, use, benefits.  Plant disease (Triple) – Detection methods, identification, infection types, effects.  **Disciplinary Knowledge:**  Drug discovery and development – Plants and microorganisms, pharma industry synthesis, trials and testing. The importance of testing  Analysis of graphical data – antibody levels  Process of identifying plant disease | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Fungi, protist, symptom, phagocyte, lymphocyte, body defence, clinical trial, antibody, antigen |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |

**Curriculum Overview for Chemistry**

**Year 10**

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| **Half Term 1: Bonding, structure and properties**  **Substantive Knowledge:**  Describe states of matter, predict state changes and explain what happens during changes of state.  Identifying and describing ionic, covalent, giant covalent and metallic bonding.  Explaining physical properties of ionic, covalent, giant covalent (diamond, graphene, graphite, silicon dioxide) and metallic bonding.  Describing polymers and their properties.  Describe what an alloy is and explain its properties.  Triple only – describe nanoparticles and their uses.  **Disciplinary Knowledge:**  Analysis of data  Surface area calculations  Draw dot and cross diagrams to show ionic and covalent bonding | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Ionic, Covalent, Metallic  Bonding, Electrostatic  Electrons, Groups, Ions, Delocalised, Solid, Liquid, Gas  Symbols, Molecules, Polymers, Alloys, Metals, Carbon, Diamond, Graphite, Graphene, Fullerenes, Triple: nanoparticles |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |
| **Half Term 2: Chemical changes**  **Substantive Knowledge:**  Reactivity of metals  Link oxidation and reduction to chemical reactions. Describe displacement reactions. Explain oxidation, reduction and displacement are used to extract metals. HIGHER – oxidation and reduction in terms of electrons. Describe chemical reactions of metals with acids and acids and metal carbonates. Identify bases. Describe neutralisation reactions. Name salts. REQUIRED PRAC - Describe the practical of soluble salts. Identify the ions in acids and alkalis. Describe the pH scale. Identify the reaction which causes water to made in a neutralisation reaction. TRIPLE – Describe how to carry out titrations. TRIPLE – Calculate chemical quantities in titrations.  Electrolysis  Predict the products of molten binary ionic substances. Explain why a mixture is used as an electrolyte. Explain why the positive electrode must be replaced. Explain how ions become atoms at electrodes. Predict the products of aqueous solutions containing ionic compounds. REQUIRED PRAC – Describe the practical of aqueous ionic solutions. Describe the test for chlorine gas. HIGHER - Describe reactions using half equations.  **Disciplinary Knowledge:**  Analysis of data  Describing a method  Identifying variables | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Oxidation, Reduction, Acid, Alkali, Base, Displacement, Neutralisation, Strong, Weak, Dilute, Concentration, Electrode, ions, Electrolyte, Cathode, Anode, Ions, Aqueous, Ionic, Atoms, compound |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |

**Curriculum Overview for Physics**

**Year 10**

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| **Half Term 1: Matter**  **Substantive Knowledge:**  Equation for density  Explain particle model for states of matter and densities  **Required practical 5 – densities**  Describe the change of state and conservation law of mass  Describe internal energy and explain how it links to changes of state.  Specific heat capacity equation  Define specific heat capacity  Specific latent heat – equation and description  **Disciplinary Knowledge:**  Calculating using equation.  Rearranging equations  interpreting cooling graphs | Books | Decoding of key terminology  Skim reading  Etymology of key terms |
| Speech | Density, evaporate, melt, freeze, condense, sublimate, state, physical, chemical, energy, internal energy, potential energy, kinetic energy, specific heat capacity, mass, thermal energy, temperature, specific latent heat, |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Review sheet  Memorising revisions cards and preparing revision cards for every lesson |
| **Half Term 2: Matter**  **Substantive Knowledge:**  Heating and cooling graphs –  Particle motion in gases –explanation in terms of temperature and pressure.  Explain the qualitatively relationship between temp and pressure.  Equation for pressure  Pressure in gases – explaining how increasing volume in a gas can lead to decrease pressure.  Definition of work, and work on a gas.  **Disciplinary Knowledge:**  Calculating using equation.  Rearranging equations | Books | Decoding of key terminology  Skim reading  Etymology of key terms |
| Speech | pressure, gas, compressed, expanded, particle model, volume, work, force, |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Review sheet  Memorising revisions cards and preparing revision cards for every lesson |

**Curriculum Overview for PSHE**

**Year 10**

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| **Half Term 1: Physical Health & Health Related Decisions**  **Substantive Knowledge:**  How do I maintain optimal health with diet, exercise, sleep an dental  Impact of social media on body image  How to minimise stress from body perception  What services can be accessed for mental and physical wellbeing  What is organ and tissue donation  How can you be an organ or tissue donor  What does a transplant consist of  What is cancer  How does cancer occur  Signs of cancer  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Whole class reading  Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Sleep Cycle  Circadian Rhythms  Body Confidence  Filters  Optometrist  Screening  Transfer  Donation  Sleep Cycle  Abnormal Cell  Cell Mutation  Malignant  Benign |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g Quizziz  End of unit exam question- assessments |
| Home | Learning Journey questions  Key facts on organ donation  Two question on cancer |

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| **Half Term 2: Physical Health & Health Related Decisions**  **Substantive Knowledge:**  What is sepsis and meningitis  How do you respond to sepsis and meningitis  How does alcohol affect decision making  What are the risks associated with alcohol  How are we influence to drink alcohol  Consequences of substance use  Sources of support  What are eating disorders  Warning signs of eating disorders  How do we do emergency first aid  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance  Creating a social action campaign | Books | Whole class reading  Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Sepsis  Meningitis  Influence  Personal Safety  Internal Strategies  External Strategies  Substance Use Services  Cessation Service  Anorexia Nervosa  Bulimia Nervosa  Anaphylaxis  Defibrillator |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g Quizziz  End of unit exam question- assessments |
| Home | Poster on symptoms of cancer  Scenario on alcohol risks  Revision |

**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 10**

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| **Half Term 1: What does it mean to be a Christian?**  **Substantive Knowledge:**  Crucifixion  Resurrection  Salvation  Redemption  Judgement  Forgiveness  Trinity  Triune  Hypostatic  Union  Incarnation  Messiah  **Disciplinary Knowledge:**  Comprehension  Listening  Team work  Leadership  Debate  Self-evaluation  Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Christian Denomination God Monotheistic Omnipotent Omnibenevolent Omniscient Incarnation Blasphemy Ascension Judgement Hell Sin Salvation Atonement Justice Trinity Father Son Holy Spirit Son of God Creation The Word Resurrection Crucifixion Heaven Day of Judgement Purgatory Grace Original Sin Forgiveness Hypostatic union |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |
| Home |  |

**Curriculum Overview for Citizenship**

**Year 10**

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| **Half Term 1: Why does Power Lie?**  **Substantive Knowledge:**  Constitution  Bicameral system  Media and politics  The media  Democracy  **Disciplinary Knowledge:**  Comprehension of newspaper articles Evaluate other pupils’ ideas  Discuss personal ideas  Oracy skills  Written communication | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Constituency Codified uncodified Government Bicameral Parliament House of Lord House of Commons Election Prime Minister Turnout Confidence Trade union Economy Loan Debt |
| Checklist RTL | Recall quiz |
| Home | Homework booklet with tasks to be completed every other lesson |
| **Half Term 2: How do we decide who is in power?**  **Substantive Knowledge:**  Voting  Election of the prime minister  Vote of confidence  Trade unions  **Disciplinary Knowledge:**  Comprehension of newspaper articles Evaluate other pupils’ ideas  Discuss personal ideas  Oracy skills  Written communication | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Constituency Codified uncodified Government Bicameral Parliament House of Lord House of Commons Election Prime Minister Turnout Confidence Trade union Economy Loan Debt |
| Checklist RTL | Recall quiz |
| Home | Homework booklet with tasks to be completed every other lesson |

**Curriculum Overview for Core PE**

**Year 10**

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| **Half Term 1: Rotation of Sports**  **Substantive Knowledge:**  Rugby:   * Rucking * Mauling * Defensive set up * Kicking * Attacking space * Creating overloads * Line out * Scrummaging * Passing incl. spin / miss / loop   Kinball:   * Hitting * Striking * Drop shots * Spin, dip & swerve * Setting defence * Offense * Kicking * Two person control * Diamond / square defence * Catching   **Disciplinary Knowledge:**  Rugby:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game   Kinball:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of skills and tactics to meet the demands of a game | Speech | Rugby:  Penetrate  Overload  Gate  Back foot  Binding  Tower of power  Jackling  Square  Second row  Body position  Lineout  Touch  Strategy  Attacking line  Defensive line  Present  Crouch / Bind / Set  Spiral  Drop kick  Grubber  Offside |
| Speech | Kinball  Omnikin  Fault  Displacement  Trapping  Hit-in  Pass  Contact  Possession  Control  Dropped ball  Hit  Cell  Impulsion  Trajectory |
| Checklist RTL | Pupils will be assessed throughout the unit based on their effort and attitude to learning. |

**Curriculum Overview for Careers**

**Year 10**

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| **Half Term 1: Preparing for the world of work**  **Substantive Knowledge:**  Career Development  Responsibility in a workplace  Understanding Health and safety  Positive online presence  Work experience  **Disciplinary Knowledge:**  How my skills can form my career development  Recognising what are responsibilities in a workplace  Recognise safe practice within a work environment  Knowing what you social media content is looked at by potential employers  Knowing how to prepare for work experience | Books | BUG  Pre-teaching of key vocab at the start of each lesson |
| Speech | Personal strength  Area for development  Opportunities  Career development  Adversity  Responsibilities  Online presence  Health and safety  Work experience  Key skills  Work ethic  Labour market |
| Checklist RTL | Baseline assessment at start  Mid-point reflection on baseline  Personal statement at end of unit |
| Home | Start researching work experience opportunities |

**OPTION SUBJECTS**

**Curriculum Overview for History**

**Year 10**

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| **Half Term 1: 19th Century Medicine**  **Substantive Knowledge:**  Power  Luck  Communication  Government  Religion  War  Public Health  Reforms  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Inoculation  Jenner  Vaccination  Chloroform  Ether  Anaesthetic  Carbolic Acid |
| Checklist RTL | GCSE style full paper |
| Home | Vocabulary and exam questions set weekly |
| **Half Term 2: 20thCentury Medicine**  **Substantive Knowledge:**  Power  Luck  Communication  Government  Religion  War  Public Health  Reforms  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Microbe  Remedy  Aseptic  Cholera  Laissez-faire  Reformer |
| Checklist RTL | GCSE style full paper |
| Home | Vocabulary and exam questions set weekly |

**Curriculum Overview for Geography**

**Year 10**

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| **Half Term 1&2: River Landscapes**  **Substantive Knowledge:**  Climate  Erosion  Weathering  Flooding  Flood Management  Fieldwork Techniques  Flood hydrographs  **Disciplinary Knowledge:**  Literacy skills  Analytical\explanation skills  Reading comprehension  Evaluating  Data presentation  Analysis of data  Map skills  Interpretation of maps/sources | Books | * How water takes different routes to the river after falling as precipitation. How some factors create flashy hydrographs and lead to flooding. Advantages and disadvantages of flood defences. Hard and soft engineering * New skills in planning and conducting fieldwork * Numeracy skills in mean, median and mode, upper and lower quartile, interquartile range. * Graph drawing skills practiced – cross sections, dispersion graphs, box plots, scatter graphs   **Book Recommendation:**  Unruly Waters, Suni Amrith |
| Speech | Precipitation  infiltration  Surface runoff  Hard engineering  Soft engineering  Embankment  Interception  Permeable  Impermeable  Porous  Saturated  Flood relief channel  Flash flood  Lag time  Ground water flow  Hydrograph  Throughflow  River restoration  Flood plain zoning |
| Checklist RTL | Fieldwork Project – Does Braddhaw’s Model fit with Carding Mill Valley? |
| Home | * Microsoft forms * Revision mats * Dictionaries * Quiziz   \*Set weekly |

**Curriculum Overview for H&SC**

**Year 10**

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| **Half Term 1: The rights of service users in health and social care settings – RO32 – TA1**  **Substantive Knowledge:**  5 rights of service users in health and social care settings  6 benefits to service users health and wellbeing when their rights are maintained.  Health and social care settings  **Disciplinary Knowledge:**  Evaluating how maintaining the rights impacts people accessing Health and Social Care  Analysing how the health and social care settings work within the world  Analysing the benefits of maintaining the rights within Health and Social Care | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding. |
| Speech | Health care Social care Rights Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm Empowerment High self-esteem Needs Trust Confident Person – centred values |
| Checklist RTL | One traditional assessment  Recall at the beginning of one lesson a week |
| Home | Revision Cards |
| **Half Term 2: Person0Centred Values – RO32 – TA2**  **Substantive Knowledge:**  9 person-centred values  6 qualities of a service practitioner  6 benefits for service providers of applying person-centred values  **Disciplinary Knowledge:**  Evaluating how applying the values impacts people accessing Health and Social Care  Analysing how the qualities of a service practitioner informs the values | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding. |
| Speech | Person centred values  Individuality  Choice  Rights  Independence  Privacy  Dignity  Respect  Partnership  Encouraging decision making  Apply  Care  Compassion  Competence  Communication  Courage  Commitment |
| Checklist RTL | One traditional assessment  Recall at the beginning of one lesson a week |
| Home | Revision cards |

**Curriculum Overview for H&SC**

**Year 10**

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| **Half Term 1: Supporting individuals through life events – RO33**  **Substantive Knowledge:**  5 different lifestages  Key milestones of growth and development  4 PIES developments across the life stages  6 factors affecting growth and development across the life stages  How the growth and development of an individual is affected by 6 factors  3 expected and unexpected life events  **Disciplinary Knowledge:**  Explanation of how the growth and development of the individual has been affected by two of each specified factor  Description of growth and development of the individual through the life stage using PIES  Description of two life events and the life stage they occurred in for the individual chosen  Explanation of the impacts of the life event | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding.  Re-reading coursework for understanding and assessment |
| Speech | Childhood  Adolescence  Adulthood  Older Adulthood  Physical  Intellectual  Social  Emotional  Economic  PIES  Factors  Expected Life Event  Unexpected Life Event |
| Checklist RTL | Coursework |
| Home | Coursework finishing tasks |
| **Half Term 2: Supporting individuals through life events – RO33**  **Substantive Knowledge:**  5 impacts that life events have on individuals  3 sources of support  Role of practitioners in providing support  **Disciplinary Knowledge:**  Identifying individual needs based on the impacts of life events  Explanation of the needs of the individual, based on the impacts of the life event  Comprehensive information, based on research, provided about the support available  Justification of how support will meet the needs of the individual | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding.  Re-reading coursework for understanding and assessment |
| Speech | Physical Event  Relationship Changes  Life Circumstances  Formal  Informal  Charities  Practitioner  Individual Needs |
| Checklist RTL | Coursework |
| Home | Coursework finishing tasks |

**Curriculum Overview for Drama:**

**Year 10**

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| **Half Term 1 &2: Introduction to GCSE Drama**  **Substantive Knowledge:**  Identify and understand conventions of a range of drama styles  Understand the purpose and uses of different styles of drama  Explore the intentions and ideas of specific practitioners  Explore different types technical elements (lighting, sound, staging, set etc)  Understand the term devising and the process  Understand the terms stimuli and explore different types and possibilities  **Disciplinary Knowledge:**  Workshops exploring different styles of drama  Practical exploration of scripts  Explore different ways of delivering lines: use of voice, movement, gesture, levels, interaction with the audience  Make technical choices and explain the reasoning behind these choices  Watch and analyse short pieces of recorded live performance  Use stimuli to create short pieces of drama | Books | Decoding of key words – modelled  Etymology of key terms  Individuals read aloud  Opportunities for jump in reading from scripts |
| Speech | Conventions, Styles, Practitioners, Naturalism, Epic, TiE, Devising, Stimuli, Physical and vocal skills |
| Checklist RTL | Recall tests – verbal and on whiteboards  End of section 10 question knowledge quizzes  Practical assessment of short pieces of performance against GCSE criteria |
| Home | Learning key terms for specific technical elements  Preparation for knowledge retrieval tests. |

**Curriculum Overview for Business**

**Year 10**

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| **Half Term 1 & 2: Business Activity**  **Substantive Knowledge:**  The nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives. These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes. Business organisations vary in size and ownership and operate in local, national and global contexts. Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour.  **Disciplinary Knowledge:**  Identify, evaluate, analyse, explain, show understanding, apply knowledge on key aspects of business activity. | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | **Entrepreneur, enterprise, business plan, aims and objectives.**  Sole trader  Deed of partnership  Limited liability  Private limited companies  Public limited company  Capiral  Sleeping partner  Shareholder  Dividend  Profit  Market share  Stakeholders  Organic growth  Merger, takeover, vertical, horizontal, diversification, external growth |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Seneca  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for Computer Science**

**Year 10**

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| **Half Term 1**  **Hardware**  **Substantive Knowledge:**   * The functions of the CPU and how it works   **Disciplinary Knowledge:**   * Von Neumann and how his work affects the CPU and how it works * Characteristics of the CPU – clock speed, cores, cache and memory * Different types of memory in the computer – RAM, ROM, Cache   Primary and Secondary storage, their differences and types of storage | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | CPU  Clock Speed  Von Neumann  Cache  Arithmetic Logic Unit  Overclocking  Fetch  Decode  Execute |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Seneca  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for French**

**Year 10**

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| **Half Term 1 & 2:** *Qui suis-je?*  **Substantive Knowledge:**  **Content**:  Talk about yourself, your friends, parents, hobbies, a famous sports person  **Disciplinary Knowledge:**  **Grammar**:  Present/past/future/opinions/ adjective endings, infinitive to express ing/ reflexive verbs  **Key skills developed**  **Speaking**  Take part in a conversation and describe photos, situations and events.  **Writing**  Accurately spelling and an understanding of accents in order to improve longer prose.  **Listening**  Understand spoken language in longer dialogues.  **Reading**  Using strategies to deal with unfamiliar words.  Understanding the gist of passages. Re-reading for detail. | Books | * De-coding new vocabulary * Reading for gist * Reading for detail * Understanding word association * Looking at informal prose in particular blogs and social media posts. * Model reading * Paired reading * Reading out loud |
| Speech | Present tense  Past participles  Perfect  Imperfect  Questions in different tenses  Modal verbs  Nouns  Articles  Gender  Adverbs of frequency  Plural nouns  Conditional  Idioms  Conjunctions  Intensifiers  Adjective endings  (see pupil vocab list) |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed conversation, photo and role play  Summative assessment  Writing assessment – write about yourself, family and daily life. |
| Home | Memrise.com  Quizizz.com  Research tasks  languagenut |

**Curriculum Overview for German**

**Year 10**

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| **Half Term 1 & 2: Auf in die Schule**  **Substantive Knowledge:**  **Content**: Discuss school subjects/ clothes/ equipment/ what you look forward to / describe school day/ school rules/ different school systems / school exchanges/ trips  **Disciplinary Knowledge:**  **Grammar**: Questions in present / perfect tense/future / modal verbs/ prepositions with dative/ reading for gist/different tenses/ opinions/  **Key skills developed**  **Speaking**  Take part in a short conversation and describe situations and events.  **Writing**  Accurately spelling and an understanding of accents.  **Listening**  Understand spoken language.  **Reading**  Using strategies to deal with unfamiliar words.  Understanding the gist of passages. | Books | * Reading about German, Austrian, Swiss education systems * German school exchange programme * Research a German school * Understanding the wider world and the importance of communication. |
| Speech | Present tense  Past participles  Perfect  Imperfect  Questions in perfect tense  Modal verbs  Nouns  Articles  Adverbs of frequency  Plural nouns  Conditional  (see pupil vocab list) |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed conversation.  Summative assessment  Writing assessment – write a profile for your school . |
| Home | Memrise.com  Quizizz.com  Research tasks |

**Curriculum Overview for Art and Design**

**Year 10**

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| **Half term 1, 2 + 3 Wabi-Sabi**  **Substantive Knowledge:**  Creating experimental drawings on a range of scales and surfaces using different materials and techniques  Photography skills  Successful paper collage anatomy/nature studies for crop and enlarge studies  Monoprinting using different surfaces  Making art with ink  Creating abstract art works using scraping and layering effects  **Disciplinary Knowledge:**  The meaning and context behind the term ‘Wabi-Sabi’  The history and context of still life photography, ‘Vanitas’ and Dutch Still Life  Taking successful photographs with strong light and shade and symbolism, using the rule of thirds to create a balanced composition  Recreating the texture of rust and other surface textures using a range of materials and techniques | Books | Decoding of keywords with etymology  Teacher modelling subject specific vocabulary  Opportunities for group and independent reading of artist context pages  Critical analysis of artist’s work with guidance on writing an opinion |
| Speech | Wabi-Sabi, abstract, mono-printing, Vanitas, still life, composition, crop, enlarge, montage, assessment objectives |
| Checklist RTL | Student/teacher discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Create a Wabi-Sabi mood board using secondary images from Pinterest  Take photos of things that connect to the idea of ‘Growth and Decay’ to fill two A3 sides of a sketchbook  Consolidation Homework to bring sketchbook up-to-date  Develop Rachel Levy response in media of own choice |

**Curriculum Overview for Hospitality and Catering**

**Year 10**

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| **Half Term 1,2,3 and 4 : Understanding the hospitality and catering industry**  **Substantive Knowledge:**  Students will learn about the operation of the hospitality industry, including different job roles in front of house and back of house. They will learn about health and safety including how bacteria spreads, how to detect when food has been contaminated and what symptoms arise from food related ill-health. Students will be introduced to legislation and understand why it plays such a vital role in the hospitality industry, and what can happen if it is not in place.  **Disciplinary Knowledge:** Students will frequently practice retrieval activities and exam question practice, with focus on how to answer different questions and understand exam terminology.  Most skills will come from the practical element of the lessons. Across the 2 half terms, students will cover: dough, pastry, knife skills, pasta and desserts. This will include a variety of different cooking methods and practical skills such as mixing, shaping, setting and kneading | Books | Decoding of key words  Opportunities for extended knowledge theory |
| Speech | Front of house, kitchen brigade, bacteria, binary fission, contamination, vehicles, food poisoning commercial, residential, profit, domestic, symptoms, EHO, |
| Checklist RTL | Recall tests  Tracker sheet,  Work booklet  End of unit tests |
| Home | Retrieval and homework sheets  Preparation for retrieval sheet. |

**Curriculum Overview for Design Technology**

**Year 10**

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| **Half Term 1: Understanding materials**  **Substantive Knowledge:**  Wood and its source  Metal and its source  Plastic and its source  **Disciplinary Knowledge:**  Demonstrate a good foundation knowledge of a variety of key materials.  Work on a variety of practical tasks in the above materials to deepen understanding. | Books | Decoding key words and terminology.  Opportunities for extended knowledge theory |
| Speech | Grain, hardwood, veneer, softwood, Ferrous metal, non- ferrous metal, alloy, polymer, synthetic, finite resource, thermosetting polymer, thermoforming polymer |
| Checklist RTL | Weekly recall tests  End of unit test |
| Home | Review of class work  Reading for end of unit tests |
| **Half Term 2: Understanding Materials**  **Substantive Knowledge:**  Textiles and its source  Paper and card and its source  Variety of New Materials including smert materials  **Disciplinary Knowledge:**  Demonstrate a good foundation knowledge of a variety of key materials.  Work on a variety of practical tasks in the above materials to deepen understanding. | Books | Decoding key words and terminology.  Opportunities for extended knowledge theory |
| Speech | yarn, knitting, selvedge, natural fibres, synthetic fibres, metal foam, graphene, nanomaterials, composite, technical textile, gsm, ply, biodegradable. |
| Checklist RTL | Weekly recall tests  End of unit test |
| Home | Review of class work  Reading for end of unit tests |

**Curriculum Overview for BTEC PE – Technical Award in Sport**

**Year 10**

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| **Half Term 1: Unit 1 ,** Preparing participants to  take part in sport and physical activity  **Substantive Knowledge:**  Types of physical activity  Benefits of taking part in sport  Provision of sport and physical activity  Characteristics of the sectors  Type of sports participant  Physical activity needs for participants  Barriers to participation – personal and cultural  Addressing barriers to participation  **Disciplinary Knowledge:**  Explore types and provision of sport and physical activity for different types of  participant | Books | Pupils will use sources and sections of text to access information on the different topics.  Reading scenarios and applying knowledge to these |
| Speech | Fitness  Leadership  Public  Private  Voluntary  Funding  Provision  Barriers  Disability |
| Checklist RTL | Coursework style scenarios |
| Home | Research tasks and applying knowledge in lessons to pupils own sporting interests and participation |
| **Half Term 2: Unit 1,** equipment and technology required for participants to use when taking part in sport and physical activity  **Substantive Knowledge:**  Equipment and technology required by participants  Limitations of technology  Preparing participants for physical activity  **Disciplinary Knowledge:**  Examine equipment and technology required for participants to use when taking part in  sport and physical activity  Be able to prepare participants to take part in sport and physical activity. | Books | Pupils will use sources and sections of text to access information on the different topics.  Reading scenarios and applying knowledge to these |
| Speech | Technology  Adaptations  Facilities  Access  Accuracy  Usability |
| Checklist RTL | Coursework style scenarios |
| Home | Research tasks and applying knowledge in lessons to pupils own sporting interests and participation |