**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 | CapitalismSocialismMicrocosmInterrogateHierarchyPoliticsCorruptionSocial statueHubrisInjusticePatriarchyEnviousInfidelityForm StructurePlotCharacterisationSymbolism MotifCharacterisationForeshadowingAnagnorisis. |
| 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 |

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| PhilanthropistMisanthropicBenevolentApoplecticFacetiousOpulenceMacabreOdiousDestitutePlightRudimentary |  |  |
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| 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 trianglesDraw diagrams from written descriptionsUnderstand and find alternate and corresponding angles on parallel linesUse 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 unitDr 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 1We 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 unitDr 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 1We 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 unitDr 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).jpghttp://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 surdsIdentify 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 1We 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 unitDr 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 unitDr 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 unitDr 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 unitDr 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 unitDr 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 cellsTranspiration stream as a transport systemCommunicable 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 dataImportance of prevention and cureDeveloping scientific arguments | Books | Skim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | Xylem, phloem, transpiration, root, pathogen, virus, bacteria,  |
| Checklist RTL | Recall questions to start every lessonRecall testReview sheetEnd of unit assessment |
| Home | Revision Card preparation for every lessonRecall testReview sheetRepetition 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 testingAnalysis of graphical data – antibody levelsProcess of identifying plant disease | Books | Skim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | Fungi, protist, symptom, phagocyte, lymphocyte, body defence, clinical trial, antibody, antigen |
| Checklist RTL | Recall questions to start every lessonRecall testReview sheetEnd of unit assessment |
| Home | Revision Card preparation for every lessonRecall testReview sheetRepetition 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 dataSurface area calculationsDraw dot and cross diagrams to show ionic and covalent bonding | Books | Skim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | Ionic, Covalent, MetallicBonding, ElectrostaticElectrons, Groups, Ions, Delocalised, Solid, Liquid, GasSymbols, Molecules, Polymers, Alloys, Metals, Carbon, Diamond, Graphite, Graphene, Fullerenes, Triple: nanoparticles |
| Checklist RTL | Recall questions to start every lessonRecall testReview sheetEnd of unit assessment |
| Home | Revision Card preparation for every lessonRecall testReview sheetRepetition of use of revision cards for end of unit assessment |
| **Half Term 2: Chemical changes****Substantive Knowledge:**Reactivity of metalsLink 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.ElectrolysisPredict 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 dataDescribing a methodIdentifying variables | Books | Skim and Scan of source informationDecoding termsEtymology 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 lessonRecall testReview sheetEnd of unit assessment |
| Home | Revision Card preparation for every lessonRecall testReview sheetRepetition 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 densityExplain particle model for states of matter and densities**Required practical 5 – densities**Describe the change of state and conservation law of massDescribe internal energy and explain how it links to changes of state.Specific heat capacity equationDefine specific heat capacitySpecific latent heat – equation and description**Disciplinary Knowledge:**Calculating using equation.Rearranging equationsinterpreting cooling graphs | Books | Decoding of key terminologySkim 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 sheetEnd of unit test |
| Home | Review sheetMemorising 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 pressurePressure 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 terminologySkim reading Etymology of key terms |
| Speech | pressure, gas, compressed, expanded, particle model, volume, work, force, |
| Checklist RTL | Recall tests Review sheetEnd of unit test |
| Home | Review sheetMemorising 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 dentalImpact of social media on body imageHow to minimise stress from body perceptionWhat services can be accessed for mental and physical wellbeingWhat is organ and tissue donationHow can you be an organ or tissue donorWhat does a transplant consist ofWhat is cancerHow does cancer occurSigns of cancer**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy 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 CycleCircadian RhythmsBody ConfidenceFiltersOptometristScreeningTransferDonationSleep CycleAbnormal CellCell MutationMalignantBenign |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g QuizzizEnd of unit exam question- assessments |
| Home | Learning Journey questionsKey facts on organ donationTwo question on cancer |

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| **Half Term 2: Physical Health & Health Related Decisions****Substantive Knowledge:**What is sepsis and meningitisHow do you respond to sepsis and meningitisHow does alcohol affect decision makingWhat are the risks associated with alcoholHow are we influence to drink alcoholConsequences of substance useSources of supportWhat are eating disordersWarning signs of eating disordersHow do we do emergency first aid**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significanceCreating 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 | SepsisMeningitisInfluencePersonal SafetyInternal StrategiesExternal StrategiesSubstance Use ServicesCessation ServiceAnorexia NervosaBulimia NervosaAnaphylaxisDefibrillator |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g QuizzizEnd of unit exam question- assessments |
| Home | Poster on symptoms of cancerScenario on alcohol risksRevision |

**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:**CrucifixionResurrection 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:**ConstitutionBicameral systemMedia and politicsThe mediaDemocracy**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:**VotingElection of the prime ministerVote of confidenceTrade 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:PenetrateOverloadGateBack footBindingTower of powerJacklingSquareSecond rowBody positionLineoutTouchStrategyAttacking lineDefensive linePresentCrouch / Bind / SetSpiralDrop kickGrubberOffside |
| Speech | KinballOmnikinFaultDisplacementTrappingHit-inPassContactPossessionControlDropped ballHitCellImpulsionTrajectory |
| 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 DevelopmentResponsibility in a workplaceUnderstanding Health and safetyPositive online presenceWork experience**Disciplinary Knowledge:**How my skills can form my career developmentRecognising what are responsibilities in a workplaceRecognise safe practice within a work environmentKnowing what you social media content is looked at by potential employersKnowing how to prepare for work experience | Books | BUGPre-teaching of key vocab at the start of each lesson |
| Speech | Personal strengthArea for developmentOpportunitiesCareer developmentAdversityResponsibilitiesOnline presenceHealth and safetyWork experienceKey skillsWork ethicLabour market  |
| Checklist RTL | Baseline assessment at startMid-point reflection on baselinePersonal 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:**PowerLuckCommunication Government ReligionWar Public Health Reforms**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy 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 JennerVaccination Chloroform EtherAnaesthetic Carbolic Acid |
| Checklist RTL | GCSE style full paper |
| Home | Vocabulary and exam questions set weekly |
| **Half Term 2: 20thCentury Medicine** **Substantive Knowledge:**PowerLuckCommunication Government ReligionWar Public Health Reforms**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy 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 | MicrobeRemedy AsepticCholeraLaissez-faireReformer |
| 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 ErosionWeatheringFloodingFlood Management Fieldwork Techniques Flood hydrographs**Disciplinary Knowledge:**Literacy skillsAnalytical\explanation skillsReading comprehensionEvaluatingData presentationAnalysis of dataMap 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 | PrecipitationinfiltrationSurface runoffHard engineeringSoft engineeringEmbankmentInterceptionPermeableImpermeablePorousSaturatedFlood relief channelFlash floodLag timeGround water flowHydrographThroughflowRiver restorationFlood 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 settings6 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 CareAnalysing how the health and social care settings work within the worldAnalysing 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/wordsUnpicking root words in questions & articles within lessons to aid understanding. |
| Speech | Health careSocial careRightsChoiceConfidentialityConsultationEqual and fair treatmentProtection from abuse and harmEmpowermentHigh self-esteemNeedsTrustConfidentPerson – centred values |
| Checklist RTL | One traditional assessmentRecall 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 practitioner6 benefits for service providers of applying person-centred values**Disciplinary Knowledge:**Evaluating how applying the values impacts people accessing Health and Social CareAnalysing 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/wordsUnpicking root words in questions & articles within lessons to aid understanding. |
| Speech | Person centred valuesIndividualityChoiceRightsIndependencePrivacyDignityRespectPartnershipEncouraging decision makingApplyCareCompassionCompetenceCommunicationCourageCommitment |
| Checklist RTL | One traditional assessmentRecall 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 lifestagesKey milestones of growth and development4 PIES developments across the life stages6 factors affecting growth and development across the life stagesHow the growth and development of an individual is affected by 6 factors3 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 factorDescription of growth and development of the individual through the life stage using PIESDescription of two life events and the life stage they occurred in for the individual chosenExplanation 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/wordsUnpicking root words in questions & articles within lessons to aid understanding.Re-reading coursework for understanding and assessment |
| Speech | ChildhoodAdolescenceAdulthoodOlder AdulthoodPhysical IntellectualSocial EmotionalEconomicPIESFactorsExpected Life EventUnexpected 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 individuals3 sources of supportRole of practitioners in providing support**Disciplinary Knowledge:**Identifying individual needs based on the impacts of life eventsExplanation of the needs of the individual, based on the impacts of the life eventComprehensive information, based on research, provided about the support availableJustification 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/wordsUnpicking root words in questions & articles within lessons to aid understanding.Re-reading coursework for understanding and assessment |
| Speech | Physical EventRelationship ChangesLife CircumstancesFormalInformalCharitiesPractitionerIndividual 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 dramaExplore the intentions and ideas of specific practitionersExplore different types technical elements (lighting, sound, staging, set etc)Understand the term devising and the processUnderstand the terms stimuli and explore different types and possibilities**Disciplinary Knowledge:**Workshops exploring different styles of drama Practical exploration of scriptsExplore different ways of delivering lines: use of voice, movement, gesture, levels, interaction with the audienceMake technical choices and explain the reasoning behind these choicesWatch and analyse short pieces of recorded live performanceUse stimuli to create short pieces of drama | Books | Decoding of key words – modelledEtymology of key termsIndividuals 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 whiteboardsEnd of section 10 question knowledge quizzesPractical assessment of short pieces of performance against GCSE criteria |
| Home | Learning key terms for specific technical elementsPreparation 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 readingReading out loudSkim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | **Entrepreneur, enterprise, business plan, aims and objectives.**Sole traderDeed of partnershipLimited liabilityPrivate limited companiesPublic limited companyCapiralSleeping partnerShareholderDividendProfitMarket shareStakeholdersOrganic growthMerger, takeover, vertical, horizontal, diversification, external growth |
| Checklist RTL | **Formative assessment**Knowledge checksQuizPractice questions**Summative assessment**End of unit assessment |
| Home | SenecaPractice questionsRevision tasksResearch 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 readingReading out loudSkim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | CPUClock SpeedVon NeumannCacheArithmetic Logic UnitOverclockingFetchDecodeExecute |
| Checklist RTL | **Formative assessment**Knowledge checksQuizPractice questions**Summative assessment**End of unit assessment |
| Home | SenecaPractice questionsRevision tasksResearch 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 participlesPerfectImperfectQuestions in different tensesModal verbsNounsArticlesGenderAdverbs of frequencyPlural nounsConditional IdiomsConjunctionsIntensifiersAdjective endings(see pupil vocab list) |
| Checklist RTL | Formative assessmentListening and reading exercises.Speaking peer and self assessed conversation, photo and role playSummative assessmentWriting assessment – write about yourself, family and daily life. |
| Home | Memrise.comQuizizz.comResearch taskslanguagenut |

**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 participlesPerfectImperfectQuestions in perfect tenseModal verbsNounsArticlesAdverbs of frequencyPlural nounsConditional (see pupil vocab list) |
| Checklist RTL | Formative assessmentListening and reading exercises.Speaking peer and self assessed conversation. Summative assessmentWriting assessment – write a profile for your school . |
| Home | Memrise.comQuizizz.comResearch 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 techniquesPhotography skillsSuccessful paper collage anatomy/nature studies for crop and enlarge studiesMonoprinting using different surfacesMaking art with inkCreating 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 LifeTaking successful photographs with strong light and shade and symbolism, using the rule of thirds to create a balanced compositionRecreating 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 pagesCritical 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 discussionPeer markingSelf-assessment Questioning Start and end of unit RAG rating  |
| Home | Create a Wabi-Sabi mood board using secondary images from PinterestTake photos of things that connect to the idea of ‘Growth and Decay’ to fill two A3 sides of a sketchbookConsolidation Homework to bring sketchbook up-to-dateDevelop 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 ofthe hospitality industry, includingdifferent job roles in front of house andback of house. They will learn about healthand safety including how bacteria spreads,how to detect when food has beencontaminated and what symptoms arisefrom food related ill-health. Students will be introduced to legislation andunderstand why it plays such a vital rolein the hospitality industry, and what canhappen if it is not in place.**Disciplinary Knowledge:**Students will frequently practice retrieval activities and exam questionpractice, with focus on how to answerdifferent questions and understand examterminology.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 ofdifferent cooking methods and practicalskills such as mixing, shaping, setting andkneading | Books | Decoding of key wordsOpportunities 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 testsTracker sheet,Work bookletEnd 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 sourceMetal and its sourcePlastic 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 testsEnd of unit test |
| Home | Review of class workReading for end of unit tests |
| **Half Term 2: Understanding Materials****Substantive Knowledge:**Textiles and its sourcePaper and card and its sourceVariety 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 testsEnd of unit test |
| Home | Review of class workReading 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 totake part in sport and physical activity**Substantive Knowledge:**Types of physical activityBenefits of taking part in sportProvision of sport and physical activity Characteristics of the sectorsType of sports participantPhysical activity needs for participantsBarriers to participation – personal and culturalAddressing barriers to participation**Disciplinary Knowledge:**Explore types and provision of sport and physical activity for different types ofparticipant | Books | Pupils will use sources and sections of text to access information on the different topics. Reading scenarios and applying knowledge to these  |
| Speech | FitnessLeadershipPublicPrivateVoluntaryFundingProvisionBarriersDisability |
| 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 participantsLimitations of technologyPreparing participants for physical activity**Disciplinary Knowledge:**Examine equipment and technology required for participants to use when taking part insport and physical activityBe 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 | TechnologyAdaptationsFacilitiesAccessAccuracyUsability |
| Checklist RTL | Coursework style scenarios |
| Home | Research tasks and applying knowledge in lessons to pupils own sporting interests and participation |