



Key Stage 4

Year 10 Curriculum Overview

Dear Parents,

Welcome to our curriculum overview for Year 10 (Key Stage 4). In this document you will find listed the subjects taught and the content covered during your child's Year 10 education. The content listed is just an overview and gives you a flavour of the range of topics covered. Obviously, there is a lot more planning that goes into our curriculum and lessons. An outline for Maths will be available later, on our website ensuring our newly arrived maths specialist time to review existing schemes and make any necessary adjustments.

I hope you find this document useful.

Kind regards,

Stephen Phipps

Vice Principal

Curriculum Map						
Year 10						
Subject: Art						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Basic drawing skills Drawing objects different light Range of materials Variety in line and papers Structure/man-made objects Natural forms Artist research	Past papers Natural forms Questions Artists research AO1,AO2,AO3, AO4 Man-made structures questions Artists research AO1,AO2,AO3, AO4	Past Paper Issue based questions Artists research AO1,AO2,AO3, AO4 Women artists Art Activists	Past Paper Issue based questions Artists research AO1,AO2,AO3, AO4 Non-European artists/ movements	Past papers Natural forms / Time Questions Artists research AO1,AO2,AO3, AO4 Personal voice	Past papers Man-made structures /built environment questions Artists research AO1,AO2,AO3, AO4 Personal voice
Number of lessons	1 per week	1 per week	1 per week	1 per week	1 per week	1 per week
Assessment How will students be assessed?	Assessment at end of projects	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project
Key Resources	Dry/wet materials	Dry/wet materials	Dry/wet materials	Dry/wet materials	Dry/wet materials	Dry/wet materials
Skills taught: Independent study, Handskills, hand/eye co-ordination, observational skills, visual awareness, Exploration of ideas, experimentation, Investigation of materials, techniques and processes, development of ideas, presentation.						

Curriculum Map

Year 10

Subject: Arabic						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Everyday activities	Personal and social life	The world around us	The world of work	The international world	environment
Number of lessons	21	19	17	15	17	15
Assessment How will students be assessed?	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments
Key Resources	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets https://www.liveworksheets.com/	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets https://www.liveworksheets.com/	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets https://www.liveworksheets.com/	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544/ Past papers PowerPoint presentations Grammar worksheets https://www.liveworksheets.com/

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flashcards

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Skills taught:

Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/ railway stations and airports). • Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters). • Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages). • Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages). • Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/ magazine articles, simple plots of films or books). • Deduce the meaning of occasional unknown words and expressions from the context.

Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information). • Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel). • Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation. • Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points. • Use appropriate strategies to maintain interaction. • Use features of pronunciation and intonation to convey meaning and attitude.

Fill in forms providing simple details. • Communicate simple factual information in writing using everyday vocabulary and expressions. • Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday). • Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel). • Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation. • Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Curriculum Map

Year 10

Subject: English Language IGCSE This is taught alongside English Literature
with a ratio of 2 lessons Language and 3
literature per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 1: Reading Skills Extracting information Inference Text analysis	Paper 1: Responding to reading	Paper 2 : Developing writing skills Narrative and Descriptive Writing	Paper 2: Writing summaries and other non fiction texts	Composition writing Directed writing	Selecting, analysing and using information
Number of lessons	14	16	14	14	10	10
Assessment How will students be assessed?	Exam style questions Past papers Seneca Learning	Exam style questions Past papers Seneca Learning	Writing of narratives, descriptions based on P1 & 2 questions	Writing non fiction texts.	Using resources as stimuli for writing	
Key Resources	Cambridge Text book Extract booklets Newspapers, articles,	Cambridge Text book	Cambridge Text book Extract booklets and exemplars	Cambridge Text book Exemplars	Cambridge Text book Exemplars	Cambridge Text book Seneca Learning GCSE POD

Skills taught**Reading**

Demonstrate understanding of written texts, and of the words and phrases within them • Summarise and use material for a specific context • Develop, analyse and evaluate facts, ideas and opinions • Demonstrate understanding of how writers achieve their effects and influence readers • Select appropriate information for specific purposes • Recognise and respond to linguistic devices, figurative language and imagery

Writing:

Express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Demonstrate a varied vocabulary appropriate to the context • Demonstrate an effective use of sentence structures • Demonstrate an understanding of audience, purpose and form • Demonstrate accuracy in spelling, punctuation and grammar

Curriculum Map**Year 10****Subject:**

This is taught alongside English

English Literature

Language with a ratio of 2 lessons

IGCSE

Language and 3 literature per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Prose Study Part 1: Context & initial study of characters & settings	Prose Study Part 2: Character analysis and themes	Drama Study Part 1: Choices from the set texts: Shakespeare or modern play.	Drama Study Part 2	Poetry 1 Songs of Ourselves choices 15 poems in total	Poetry 2
Number of lessons	21	24	21	21	15	12

Assessment How will students be assessed?	Exam style questions using extracts and past papers.	Exam style questions End of term exam on the set novel.	Exam style questions on character, themes and settings.	Exam style questions. as per part 1 End of term exam on the text.	Exam style questions on the poems.	Exam style questions. as per part 1 End of term exam on the text.
Key Resources	Choice of prose from set texts: Great Expectations * or To Kill a Mockingbird*	Novel, exam questions,	Drama text: Either Twelfth Night or			

Skills taught:

AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.

AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

AO3 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

AO4 Communicate a sensitive and informed personal response to literary texts.

Curriculum Map						
Year 10						
Subject: IGCSE Business Studies						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Topic</p> <p>Section 1 Understanding Business Activities</p> <p>Section 2 People in business</p> <p>Section 3 Marketing</p>	<p>1. Business Activity</p> <p>2. Classification of Businesses</p> <p>3. Enterprise</p>	<p>Business Growth And size.</p> <p>4. Types of business organisations</p> <p>5. Business and Stakeholders objectives.</p> <p>End of unit section 1 case study</p>	<p>6. Motivating Employees.</p> <p>7. Organisations and Management.</p>	<p>8. Recruitment, selections and trainings of employees</p> <p>9. Internal and external communications.</p> <p>End of unit section 2 case study</p>	<p>10. Marketing, competition and the customer.</p> <p>11. Marketing Research.</p> <p>12. Marketing mix The product.</p> <p>13. Marketing mix The price.</p> <p>14. Marketing mix The place.</p>	<p>15. Marketing mix The promotion.</p> <p>16. Technology and the Marketing mix.</p> <p>17. Marketing strategy</p> <p>End of unit section 3 case study and exam</p>
Number of lessons	6 weeks	7 weeks	6 weeks	6 weeks	weeks	5 weeks
Assessment How will students be assessed?	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>	<p>Continuous Questions and Answering Task in lessons</p> <p>End of chapters Exam questions</p>
Key Resources	IGCSE Cambridge book ICT/ YouTube PowerPoint slides	IGCSE Cambridge book ICT/ YouTube PowerPoint slides	IGCSE Cambridge book ICT/ YouTube PowerPoint slides	IGCSE Cambridge book ICT/ YouTube PowerPoint slides	IGCSE Cambridge book ICT/ YouTube PowerPoint slides	IGCSE Cambridge book ICT/ YouTube PowerPoint slides
<p>Skills taught. Develop an understanding and gaining knowledge of the world of business. Improve literacy skills of reading and writing of English. Group interactions and study skills/ Independent learning.</p>						

Skills taught: Scientific phenomena, facts, laws, definitions, concepts and theories • Scientific vocabulary, terminology and conventions (including symbols, quantities and units) • Scientific instruments and apparatus, including techniques of operation and aspects of safety • Scientific and technological applications with their social, economic and environmental implications •

Locate, select, organise and present information from a variety of sources • Translate information from one form to another • Manipulate numerical and other data • Use information to identify patterns, report trends and draw inferences • present reasoned explanations for phenomena, patterns and relationships • Make predictions and hypotheses • Solve problems, including some of a quantitative nature • Demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate) • Plan experiments and investigations • Make and record observations, measurements and estimates • Interpret and evaluate experimental observations and data • Evaluate methods and suggest possible improvements.

Curriculum Map

Year 10

**Subject: IGSCCE
Chemistry**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The particulate nature of matter Gas Law	Atoms, elements and compounds	The Periodic Table Stoichiometry	Experimental techniques	Metal	Air and water
Number of lessons	24	21	18	15	18	15
Assessment How will students be assessed?	Quiz Experiment Topic test/past paper	Assignment Experiment Topic test/past paper	Power point Presentation Quiz Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test

Key Resources	Experimental resources	Chemistry Cambridge IGCSE Chemistry Coursebook Fourth Edition Richard Harwood, Ian Lodge Textbook	Cambridge Assessment International Educatio	Experimental resources	Experimental resources	Experimental resources
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Skills taught:

The skills being taught in Year 10 Chemistry are:

- Becoming confident citizens in a technological world and develop an informed interest in scientific matters – be suitably prepared for studies beyond Cambridge IGCSE
 - Recognising that science is evidence-based and understand the usefulness, and the limitations, of scientific method
 - Developing skills that: – are relevant to the study and practice of chemistry – are useful in everyday life – encourage a systematic approach to problem solving – encourage efficient and safe practice – encourage effective communication through the language of science
 - Developing attitudes relevant to chemistry such as: – concern for accuracy and precision – objectivity – integrity – enquiry – initiative – inventiveness •
- Enabling learners to appreciate that: – science is subject to social, economic, technological, ethical and cultural influences and limitations – the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

Curriculum Map

Year 10

Subject: Physics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Topic	Mechanics 1:	Thermal Physics	Waves	Electricity	Mechanics 2	Light:
	<ul style="list-style-type: none"> • Length and time • Motion - speed, velocity and acceleration • mass and weight, density, • Energy: <ul style="list-style-type: none"> • Gravitational potential energy • kinetic energy, • energy resources, 	<ul style="list-style-type: none"> • Simple kinetic theory of matter • States of Matter • Thermal properties • Temperature • Thermal Properties • energy transfer, (conduction, convection, radiation) 	<ul style="list-style-type: none"> • General properties of waves, • Light waves <ul style="list-style-type: none"> Frequency, Wavelength Period • Electromagnetic spectrum, • sound waves 	<ul style="list-style-type: none"> • Electric charge • current, • electromotive force, • potential difference, • resistance, • electrical energy 	<ul style="list-style-type: none"> • Effects of forces • Momentum • moments • work, • power, • pressure 	<ul style="list-style-type: none"> • Reflection, • refraction, • thin converging lenses, • dispersion
Number of lessons						
Assessment How will students be assessed?	Worksheets Topic quiz Unit Test	Worksheets Assignment Unit Test	Worksheets Poster Unit Test	Worksheets Topic quiz Unit Test	Worksheets Assignment Unit Test	Worksheets Poster Unit Test
Key Resources	Textbook Internet	Textbook Internet	Textbook Internet	Textbook Internet	Textbook Internet	Textbook Internet

Skills taught:

- Learn about unifying patterns and themes in physics and use them in new and changing situations
- Acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques
- Evaluate physical information, making judgements on the basis of this information
- Appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- Analyse, interpret, and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Develop a logical approach to problem solving
- Select and apply appropriate areas of mathematics relevant to physics as set out under each topic

Curriculum Map

Year: 10

Subject: English as a Second Language

Syllabus: <https://s3-eu-west-1.amazonaws.com/prd>

[tslresources.cie.org.uk/TSL%20Resources/Cambridge%20Upper%20Secondary/Cambridge%20IGCSE/English%20as%20a%20Second%20Language%20\(Cou
nt in%20speaking\)/2022/Unallocated/0511_y22-23_sy.pdf?X-Amz-Expires=120&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz
Credential=AKIAJTP5MUTKH3GH64Q/20220109/eu-west-1/s3/aws4_request&X-Amz-Date=20220109T141847Z&X-Amz-SignedHeaders=host&X-Amz
Signature=2f0b2abc615d355803de0446765afba59e653ac46aaa2dcaa0579d5223d5197c](https://s3-eu-west-1.amazonaws.com/prd)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Baseline tests</p> <p>Unit 1: Free time - Focus on skimming and scanning.</p> <p><u>Exam Focus:</u> Summary writing</p>	<p>Unit 2: Television - Focus on multiple matching.</p> <p><u>Exam Focus:</u> Multiple matching</p>	<p>Unit 3: Food - Focus on Writing.</p> <p>Unit 4: Transport - Focus on listening to short extracts</p> <p>Unit 5: Holidays - Focus on Speaking, Listening and note-taking</p>	<p>Unit 6: Learning - Focus on note-making</p> <p>Unit 7: Jobs - Focus on note-making and summary writing</p> <p>Unit 8: Communication - Focus on writing</p>	<p>Unit 9: Interviews - Focus on Listening to short extracts and multiple-choice questions.</p> <p>Unit 10: Education - Focus on Speaking.</p> <p>Unit 11: Achievements - Focus on multiple matching.</p>	<p>Unit 12: Organisations - Focus on Writing.</p> <p>Unit 13: Famous people - Focus on writing.</p>
Number of lessons	<p>2 students: 12 lessons (Lit)</p> <p>2 students: 35 lessons (no lit)</p>	<p>2 students: 16 lessons (Lit)</p> <p>2 students: 40 lessons (no lit)</p>	<p>2 students: 12 lessons (Lit)</p> <p>2 students: 35 lessons (no lit)</p>	<p>2 students: 12 lessons (Lit)</p> <p>2 students: 35 lessons (no lit)</p>	<p>2 students: 10 lessons (Lit)</p> <p>2 students: 25 lessons (no lit)</p>	<p>2 students: 8 lessons (Lit)</p> <p>2 students: 20 lessons (no lit)</p>

Assessment: How will students be assessed?	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.
Key Resources	Cambridge coursebook + workbook Cambridge support hub	Cambridge coursebook + workbook Cambridge support hub	Cambridge coursebook + workbook Cambridge support hub	Cambridge coursebook + workbook Cambridge support hub	Cambridge coursebook + workbook Cambridge support hub	Cambridge coursebook + workbook Cambridge support hub
Skills taught:						

Reading - understand factual information, abstract ideas and arguments from a range of texts, identify relevant information and select correct details from a wide range of texts, identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them, understand what is implied but not directly stated.

Writing - communicate factual information, abstract ideas and arguments with good expansion, select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices, respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, produce written texts with a wide range of language structures, produce written texts that show very good control of punctuation and spelling.

Listening - understand factual information, abstract ideas and arguments from a wide range of sources, identify relevant information and select correct details from a wide range of sources, identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them, understand what is implied but not directly stated.

Speaking - communicate factual information, abstract ideas and arguments with good expansion, organise and link ideas with a range of appropriate linking devices, engage in a conversation on a wide range of topics, produce responses with a wide range of language structures, produce responses that show good control of pronunciation and intonation.

Curriculum Map

Year- 10

Subject: IGCSE Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Restless Earth [Tectonics]	Restless Earth [HICs and LICs]	Coasts [Weathering and Erosion]	Rivers [Location and Structures]	Hot Environments [Adaptations]	Population [Dynamics and Structure]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week
Assessment How will students be assessed?	<p>Link to UK Government overview of Geography : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-04</p> <p><u>60/</u> Class Code Link to Y10 Google Classroom: 7efcn6w</p> <p>Students will be assessed as follows:</p> <p>1: In class modelled exam questions.</p>					

Additional information:

- 2: End of topic mini mock exams.
- 3: End of year mock exams.

These are the elements that are put in place to assess students and

development in preparation for IGCSEs. The overall curriculum for the 2 year (Y10 and 11) IGCSE Geography subject can be found on Google Classroom.

Individual Schemes of Work (SOW) for each topic (ie: Coasts) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content in advance, prepare work and familiarise themselves with what will be done in class.

Key Resources	Tailormade resources with real time content. Pg 90-107 IGCSE Geography 3 rd Ed	Tailormade resources with real time content. Pg 90-107 IGCSE Geography 3 rd Ed	Tailormade resources with real time content. Pg 129-149 IGCSE Geography 3 rd Ed	Tailormade resources with real time content. Pg 107-129 IGCSE Geography 3 rd Ed	Tailormade resources with real time content. Pg 156-168 IGCSE Geography 3 rd Ed	Tailormade resources with real time content. Pg 2-84 IGCSE Geography 3 rd Ed

Curriculum Map						
Year- 10						
Subject: IGCSE Global Perspectives (0457)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	The Business Person [Economic Opportunities]	Team Project [Exam Preparation]	Individual Project [Exam Preparation]	Questioning and Research Techniques [For Team project]	Questioning and Research Techniques [For Individual Project]	Questioning the Validity of Student's Own Research [False News/Fact-checking]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week
Assessment How will students be assessed?	<p>Link to Global Perspectives Learning Plan: http://yuginlee.weebly.com/uploads/3/7/7/4/37745897/igcse_global_perspectives_learning_plan_grade_9.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-04</p> <p>57/ Class Code Link to Y10 Google Classroom: xpm6t2d</p> <p>Students will be assessed as follows:</p> <ol style="list-style-type: none"> 1: In class modelled exam questions. 2: End of topic mini mock exams. 3: End of year mock exams. 4: Collaborative Team Project(s) 5: Individual Mini Project(s) and Presentations. <p>These are the elements that are put in place to assess students and development in preparation for IGCSEs. The overall curriculum for Global Perspectives as subject can be found on Google Classroom.</p>					
Additional information:	<p>Individual Schemes of Work (SOW) for each topic (ie: Research Questioning) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content in advance, prepare work and familiarise themselves with what will be done in class.</p>					

Key Resources	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.

Curriculum Map						
Year 10						
Subject: PE GCSE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Anatomy and physiology Practical Lessons	Anatomy and physiology Practical Lessons	Health, Fitness and Training Practical Lessons	Health, Fitness and Training Practical Lessons	Skill acquisition psychology. Practical Coursework	Skill acquisition psychology. Practical Coursework
Number of lessons	18 Lessons	24 Lessons	18 Lessons	21 Lessons	15 Lessons	15 Lessons

<p>Assessment How will students be assessed?</p>		<p>End of unit mock • Teacher assessment / R Marking • Peer/Self assessment • Class discussions/ Q&A</p>		<p>End of unit mock • Teacher assessment / R Marking • Peer/Self assessment • Class discussions/ Q&A • Practical assessment in several team sports.</p>		<p>Year 10 Mocks (end of year) ▪ Teacher assessment / R Marking ▪ Peer/Self assessment ▪ Extended writing ▪ Class discussions/ Q&A.</p>
<p>Key Resources</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Work sheets Revision Guides</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Revision Guides Work sheets</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Work sheets Revision Guides</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Revision Guides Work sheets</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Revision Guides Work sheets</p>	<p>Online textbook Google Classroom Seneca Learning online. Class exercise Book. Revision Guides Work sheets</p>
<p>Skills taught: Anatomy and physiology • Bones • Structure of the skeleton • Functions of the skeleton • Muscles of the body • Structure of a synovial joint • Types of freely moveable joints (different types of joints) • Linking muscle and joint movement to affect skeletal movement • Identification of movement planes and axes.</p>						

Health, Fitness and Training

Immediate, short and long term effects of exercise • Pathway of air • Gaseous exchange • Structure of heart • Cardiac cycle and the pathway of blood • Cardiac output and stroke volume • Mechanics of breathing-the interaction of the intercostal muscles, ribs, and diaphragm in breathing • Interpretation of spirometer trace.

Skill acquisition psychology.

Classification of skills • Basic information processing model • Guidance and feedback on performance • Evaluation of feedback • Mental preparation for performance • Arousal • Inverted U theory • Optimal arousal levels • Stress management techniques • Direct and indirect aggression • Introvert and extrovert personality type.

Curriculum Map**Year 10/11****Subject: Core PE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Football Badminton	Basketball Table Tennis	Volleyball Health and Fitness	Handball Gymnastics	Athletics Tag Rugby	Athletics Dance
Number of lessons	6 Lessons	8 Lessons	6 Lessons	7 Lessons	5 Lessons	5 Lessons

<p>Assessment How will students be assessed?</p>	<ul style="list-style-type: none"> ● CORE PE is a subject which is not assessed summatively. ● Teachers will continually assess and provide detailed verbal feedback both individually and as teams for students to take on board and implement changes. ● Students undertaking GCSE will use assessment from their practical elements and work on this in their core PE lessons. ● Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules.
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<p>Key Resources</p>	<p>Footballs Cones Goals Badminton Racket Shuttles Badminton Nets.</p>	<p>Basketballs Cones Holahoops Table tennis tables. Bats Balls Nets</p>	<p>Volleyballs Cones Volleyball net. Fitness Equipment (wide range)</p>	<p>Handballs Cones Safety mats Operators Apparatus(wide range)</p>	<p>Athletics Equipment Tags Rugby balls Cones</p>	<p>Athletics Equipment Loose clothing Mats</p>
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Skills taught:

- Some activities are taught through a Sports education model, with students taking more responsibility for their learning.
- Some activities are taught as a training squad for inter-school matches, trying to build a culture of lifelong love for participating in competitive sport.
- Activities will focus on developing tactical understanding and strategies to overcome opponents through match play. Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules
- Students will develop their leadership skills and ability to organise groups.
- Students will also have ample opportunities to further their skills in umpiring and officiating sports covered, which provide an alternative route into competitive sport post school.
- Students enter a range of local, regional and national level competitions.

Curriculum Map**Year 10****Subject:** Computer Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	1. Data Representation 2. Communication & Internet Technologies 3. Computer Architecture, Languages & Operating Systems	4. Logic Gates 5. Input Devices 6. Sensors	7. Output Devices 8. Memory, Storage Devices & Media	9. Security 10. Ethics	Practical topic association for chapters 1, 2, 3, 8, 9 & 10	Practical topic association for chapters 4, 5, 6 & 7

Number of lessons	21	21	18	18	15	15
Assessment How will students be assessed?	End of topic questions, written in workbooks	End of topic questions for each chapter and written assessment for chapters 1-6	End of topic questions, written in workbooks	End of topic questions for each chapter and written assessment for chapters 7-10	Bespoke questions based on previous exam papers and topic relevant questions	Bespoke questions based on previous exam papers and topic relevant questions
Key Resources	Cambridge student coursebook	Cambridge exam and coursebook, plus teacher designed materials	Cambridge student coursebook	Cambridge exam and coursebook, plus teacher designed materials	Teacher designed resources and past papers	Teacher designed resources and past papers
Skills taught: Detailed knowledge of Computer Science theory topics. Chapters 1-10 in student coursebook.						

Curriculum Map						
Year: 10						
Subject: History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	The Treaty of Versailles and the League of Nations.	League of Nations and Hitler's Foreign Policy.	Weimar Germany	The Great Depression and the rise of the Nazis	Life in Nazi Germany	IGCSE Paper 1 & 2 Core Content revision and Paper 4 revision
Number of lessons	18	24	18	18	24	6
Assessment How will students be assessed?	IGCSE exam questions on the topic.	IGCSE exam questions on the topic.	IGCSE Paper 1 Section 2 questions.	IGCSE Paper 4 questions.	IGCSE Paper 4 questions.	IGCSE Paper 1 and Paper 4 questions.
Key Resources	Cambridge IGCSE History Textbook	Cambridge IGCSE History Textbook	Cambridge IGCSE History Textbook	Cambridge IGCSE History Textbook	Cambridge IGCSE History Textbook	Cambridge IGCSE History Textbook
Skills taught: Answering IGCSE exam questions, analysing sources, evaluating interpretations, revision techniques, expressing arguments in writing.						

Year: 10

Topic	Grammar/ <i>skills</i>	Assessment	Resources
<p>Le mode de vie</p> <ul style="list-style-type: none">• Food and drink• Parts of the body• Describing illnesses• Talking about healthy lifestyles• Discussing addiction and problems• Discussing family relationships	<ul style="list-style-type: none">• Partitive article• Use of 'en' (of it/of them)• Use of 'avoir'• Impersonal verbs• Modal verbs• <i>Expressing opinions</i>• <i>Extending use of opinions</i>• <i>Justifying opinions</i>• <i>Understanding more complex texts</i>• <i>Reading for gist and detail</i>	<ul style="list-style-type: none">• Peer/group work assessed• In class formative assessments<ul style="list-style-type: none">• End of term assessment ○	<ul style="list-style-type: none">• GCSE Kerboodle higher• Teacher's resources

Term 2 (January-March)

Topic	Grammar/ <i>skills</i>	Assessment	Resources
<p>Le collège</p> <ul style="list-style-type: none">• Discussing school subjects (likes / dislikes / favourite)• Describing school uniform• Describing my school• Comparing French and English school systems• Talking about my school day	<ul style="list-style-type: none">• Telling the time and understanding it• Past (perfect/imperfect) tenses• Present tense revision• Future tense revision (proche & simple)• Adjective use and agreement• Regular verbs• Irregular verbs• Third person plurals• Reflexive verbs• Negation (extended use)	<ul style="list-style-type: none">• Peer/group work assessed• In class formative assessments<ul style="list-style-type: none">• End of term assessment ○	<ul style="list-style-type: none">• GCSE Kerboodle Higher• Teacher's resources

	• Il est interdit de + infinitive		
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<ul style="list-style-type: none"> • Describing school rules • Future plans and projects 	<ul style="list-style-type: none"> • Il faut + infinitive • <i>Asking and answering questions</i> • <i>Extending answers</i> 		
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Term 3 (April-June)

Topic	Grammar/skills	Assessment	Resources
<p>Le travail</p> <ul style="list-style-type: none"> • Talking about housework • Pocket money / earning money • Part-time jobs • Advantages and disadvantages of certain jobs • Applying for jobs • Talking about problems at work • Work experience 	<ul style="list-style-type: none"> • Present tense revision • Perfect tense • Imperfect tense • Extended connectives • Sequencers • Using 'qui' & 'que' • Indirect object pronouns (me / te / lui) • <i>Expressing opinions</i> • <i>Forming questions</i> • <i>Using formal language</i> • <i>Understanding job adverts</i> 	<ul style="list-style-type: none"> • Peer/group work assessed • In class formative assessments <ul style="list-style-type: none"> • End of term assessment ○ 	<ul style="list-style-type: none"> • GCSE Kerboodle Higher • Teacher's resources

END OF Y10