

Year 10	Autumn term	Spring term	Summer term
English	<p>Component 1: Narrative Writing. Fiction Prose. Chapter 2 Conflict from WJEC Book 1. Anthology poetry: The Manhunt, Mametz Wood, A Wife in London, revision of The Soldier, Dulce from Yr9. Assessment – Narrative writing (October.)</p> <p>Prose text: ‘A Christmas Carol.’ Anthology poetry: Death of a Naturalist, To Autumn, Afternoons, Assessment – A Christmas Carol.</p>	<p>Component 2 Section B. Non- Fiction Transactional Writing.</p> <p>Assessment - Speech about work experience.</p> <p>Component 2 section A</p> <p>Anthology poetry – London, Living Space, As Imperceptibly as Grief, The Prelude.</p>	<p>Romeo and Juliet (revision.)</p> <p>Summer exams.</p> <p>Component 1 Section A Anthology poetry: Sonnet 43, She Walks in Beauty, Cozy Apologia, Valentine.</p>
Maths	<p><b>Module 1: Number</b> Accuracy, indices, surds and standard form</p> <p><b>Module 2: FDP and RoC</b> Fractions, decimal, percentages calculations, ratio, equations and formula</p>	<p><b>Module 3: Polygons</b> Sequences, polygons and angles</p> <p><b>Module 4: Data</b> Pythagoras Representing and summarising data</p>	<p><b>Module 5: Graphs and probability</b> Coordinates and linear graphs, probability, compound measure</p> <p><b>Module 6: Shape, space and measure</b> Perimeter, circumference and area, bearings, trigonometry</p>
RE	<p>Origins &amp; meaning</p> <ul style="list-style-type: none"> <li>• Creation story</li> <li>• Scientific theories</li> <li>• Sanctity of life</li> <li>• The bible</li> <li>• Religious art</li> </ul>	<p>Good and Evil</p> <ul style="list-style-type: none"> <li>• Origins of evil</li> <li>• Trinity</li> <li>• Incarnation</li> <li>• Jesus and moral authority</li> </ul>	<p>Judaism – beliefs &amp; teachings</p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Covenant</li> <li>• Life on earth</li> </ul>
Biology	<p>B1.1 The world of the microscope B1.2 Animal and plant cell B1.3 Eukaryotic and prokaryotic cells B1.4 Specialisation in animal cells B1.5 Specialisation in plant cells B1.6 Diffusion B1.7 Osmosis</p>	<p>B3.6 How the digestive system works B3.6 How the digestive system works B3.7 Making digestion efficient B4.1 Organising Animals and Plants – The Blood. B4.2 The blood vessels B4.3 The heart</p>	<p>B5.3 Growing bacteria in the lab. B5.4 Preventing bacterial growth. B5.5 Preventing infections. B5.6 Viral diseases. B5.7 Bacterial diseases. B5.8 Diseases caused by fungi and protists. B5.9 Human defence responses.</p>

	<p>B1.8 Osmosis in plants          B1.9 Active transport          B1.10 Exchanging materials.          B2.1 Cell division          B2.2 Growth and differentiation B2.3 Stem cells.          B2.4 Stem cell dilemmas          B3.1 Organisation and the digestive system          B3.2 The Human digestive system          B3.3 The Chemistry of Food          B3.4 Catalysts and enzymes.          B3.5 Factors affecting enzyme action.          B3</p>	<p>B4.4 Helping the heart.          B4.5 Breathing and gas exchange          B4.6 Tissues and organs in Plants          B4.7 Transport systems in plants.          B4.8 Evaporation and transpiration          B4.9 Factors affecting transpiration          B 5.1 Communicable diseases – Health and disease.          B5.2 Pathogens and disease.</p>	<p>B5.10 More about plant diseases.          B5.11 Plant defence responses.          B6.1 Preventing and treating disease – Vaccination          B6.2 Antibiotics and painkillers          B6.3 Discovering drugs          B6.4 Developing drugs          B6.5 Making monoclonal antibodies.          B6.6 Uses of monoclonal antibodies.          B7.1 Non-communicable diseases.          B7.2 Cancer          B7.3 Smoking and the risk of disease          B7.4 Diet, exercise, and disease.          B7.5 Alcohol and other carcinogens          B8.1 Photosynthesis          B8.2 The rate of photosynthesis</p>			
Physics	<p>Conservation and dissipation of energy          Energy transfer by heating          Electric circuits</p>	<p>Electric circuits          Electricity in the home          Molecules and matter</p>	<p>Radioactivity          Forces in balance          Motion</p>			
Chemistry	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Development of the periodic table</li> <li>Electronic structure and the periodic table</li> <li>Group I and VII (including explaining reactivity)</li> <li><b>The transition metals</b></li> <li>Forming ions</li> </ul> <p>Ionic bonding and giant ionic structures</p>	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Covalent bonding</li> <li>Simple molecules</li> <li>Giant covalent structures</li> <li>Fullerenes and graphene</li> <li>Metallic bonding</li> <li>Giant Metallic structures</li> </ul> <p><b>Nano particles and their applications</b></p>	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Relative masses and moles</li> <li>Equations and calculations</li> <li>Masses and balanced equations</li> <li><b>Calculating yield</b></li> <li><b>Calculating atom economy</b></li> </ul>	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Reactivity of metals</li> <li>Displacement reactions</li> <li>Extraction of metals</li> <li>Making salts from metals, metal oxides, alkalis and carbonates</li> <li>Neutralisation and the pH scale</li> </ul>	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Introduction to electrolysis</li> <li>Changes at the electrodes</li> <li>Extraction of aluminium</li> <li>Electrolysis of solutions</li> <li>Exothermic and endothermic reactions and</li> </ul>	<p><u>GCSE ctd</u></p> <ul style="list-style-type: none"> <li>Bond energy calculations</li> <li><b>Cells and batteries</b></li> <li><b>Fuel cells</b></li> <li>Measuring rates of reaction</li> <li>Rates and surface area</li> <li>Rates and temperature</li> </ul>

			<ul style="list-style-type: none"> <li>• Expressing concentrations</li> <li>• <b>Titrations and their calculations</b></li> <li>• <b>Volumes of gases</b></li> </ul>	Strong and weak acids	their applications	
History	<p><u>Section A:</u> Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</p> <p><u>Content</u> Pupils develop subject knowledge of Germany in the period 1890-1929: Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Pupils develop an understanding of the impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Pupils then study Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. Pupils also develop source analysis skills throughout and develop their quality of written communication.</p>	<p><u>Section A:</u> Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</p> <p><u>Content</u> Pupils learn about the impact of the Depression on Germany in the period 1929-1934: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal. Pupils investigate the failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor. Finally, pupils consolidate their learning of this period with the establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition;</p>	<p><u>Section A:</u> Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</p> <p><u>Content</u> Pupils learn about the economic changes in Germany in the period 1933-1945: the benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Pupils learn about social</p>	<p><u>Section B:</u> Wider World Depth Studies: Conflict and Tension 1918-1939</p> <p><u>Content</u> Pupils learn about the immediate aftermath of WWI: The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. Pupils assess the Versailles Settlement and its impact on Germany, including objections, strengths and weaknesses and the problems faced by new states.</p>	<p><u>Section B:</u> Wider World Depth Studies: Conflict and Tension 1918-1939</p> <p><u>Content</u> Pupils learn about the League of Nations 1920-1939: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures. Pupils also learn about diplomacy outside the League:</p>	<p><u>Section B:</u> Wider World Depth Studies: Conflict and Tension 1918-1939</p> <p><u>Content</u> Pupils learn about the development of tension and causes of WWII 1933-1939: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. Pupils study the escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact;</p>

		trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. Pupils further develop their source analysis skills and develop the quality of their written communication.	policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. Pupils learn about the causes and consequences of hatred, intolerance and genocide.		Locarno treaties and the Kellogg-Briand Pact. Finally, pupils study the collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. Pupils make connections to today's United Nations Organisation, understanding how world issues are discussed and the power of nations work together	Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. Finally, pupils study the outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
Geography	Paper 1 (Physical Geography) topics taught, and carried over for students choosing the subject:		Glaciated landscapes – review, re-cap, and assessment.		Human Fieldwork write-up.	

	<ul style="list-style-type: none"> <li>Tectonic Hazards (Feb-May) – part of Section A (Challenge of Natural Hazards)</li> <li>Glaciated Landscapes in the UK (May-July) – part of Section C (Physical Landscapes in the UK)</li> </ul> <p>Human Fieldwork Trip - Castleton</p>		<p>Paper 1 – Section B: The Living World</p> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Tropical Rainforests</li> <li>Hot Deserts</li> </ul>		<p>Paper 1 – Section A (remainder)</p> <ul style="list-style-type: none"> <li>Weather Hazards</li> <li>Climate Change</li> </ul>	
French	<p><b>Theme1: Identity and culture</b> Relationships Myself, family and friends and role models</p>	<p><b>Theme1: Identity and culture</b> Hobbies Sports, television, Reading and Cinema</p>	<p><b>Theme1: Identity and culture</b> Festivals Daily Routine, Food, family celebrations and Traditions</p>	<p><b>Theme 2:Local, national, international and global areas of interest</b>  Describing your area/region</p>	<p><b>Theme 2:Local, national, international and global areas of interest</b>  Holidays</p>	<p><b>Cultural studies and metacognitive skills</b> *EBI from Yr. 10 *French film and Study *Grammar *Reading for pleasure</p>
Spanish	<p>Talking about holiday preferences. Saying what they normally do during holidays. Saying what they did during a holiday. Booking accommodation. Variety of opinion verbs in different forms. Preterite and imperfect tenses.</p>	<p>Talking about school subjects and teachers, describing facilities. Describing their primary school. Planning a school exchange. Comparative and superlative. Combining 3 tenses.</p>	<p>Talking about family &amp; friends, relationships. Saying what they do in their free time including social media and apps. Using the 3<sup>rd</sup> person singular &amp; plural of verbs. Present continuous tense Exam techniques</p>	<p>Talking about their free time and interests including sports, TV programmes, films, and role models. Combining 3 time frames Exam techniques Mock exam feedback and target setting. Revision booklets</p>	<p>Talking about where they live, pros and cons of where they live, shopping situations. Role play skills Future and conditional tenses. Exam techniques</p>	<p>Summer project – Avatar, booklet and resources on the issues re: the environment and the impact of our actions on it (links with Geography as they cover climate change in Year 10). Exam techniques Research &amp; presentation skills</p>
PE	<p>Paper 2- Health, fitness and well-being 1.1 Physical, emotional and social health, fitness and well-being 1.2 The consequences of a sedentary lifestyle 1.3 Energy use, diet, nutrition and hydration 4.1 Use of data Practical activity- Netball</p>		<p>Paper 1- Physical Training 3.1 The relationship between health and fitness and the role that exercise plays in both</p>		<p><b>Paper 2- Sports Psychology</b> 2.1 Classification of skills (basic/ complex, open/closed) 2.2 The use of goal setting and SMART targets to improve and/or optimise performance</p>	

			3.2 The components of fitness, benefits for sport and how fitness is measured and improved 3.3 The principles of training and their application to personal exercise/ training programmes 3.6 Effective use of warm up and cool down 4.1 Use of data Practical activities- Netball and badminton		2.3 Guidance and feedback on performance 2.4 Mental preparation for performance 4.1 Use of data <b>Practical activities-</b> Badminton and athletics	
Music						
Food						
DT						
Art						
Performing Arts	Script work for Component 1 – Blood Brothers. Practical performance and Theory in preparation for the unit 1 written paper.	Script work for Component 1 – Blood Brothers. Practical performance and Theory in preparation for the unit 1 written paper.	Devising Component 2	Devising Component 2	Devising Component 2 Component 1 intro (Live Theatre)	Devising Component 2 Component 1 intro (Live Theatre)
HSC	Human Lifespan development. Life stages. Growth and development. PIES / Language development. Component 1A coursework.	Component 1A coursework.	Life Events. Life Circumstances. Adapting to change and different forms of support.	Professional Support. Roles of support services. Component 1B coursework.	Component 1B coursework.	Component 3 Health and Wellbeing. Factors that affect health and wellbeing.
Business	Exploring Enterprises/Promotion and Finance for Enterprise	Exploring Enterprises/ Promotion and Finance for Enterprise	Exploring Enterprises/ Promotion and Finance for Enterprise	Exploring Enterprises/ Promotion and Finance for Enterprise	Exploring Enterprises/ Planning for and Pitching an Enterprise Activity	Exploring Enterprises/ Planning for and Pitching an Enterprise Activity
IT						