

YEAR 10 CURRICULUM OVERVIEW

Subject	Autumn HT1	Autumn HT 2	Spring HT 3	Spring HT 4	Summer HT 5	Summer HT 6
GCSE Design Technology	Mini project 1 FPT Aluminium key tag & Acrylic key tag Mini project 2 3D material rendered cube Mini DM task Pine phone stand (2Lessons per week) +Theory 1 Lesson per week, including exam style questions using EXAMPRO	Research / presentation Energy sources, sustainable and finite. Mini project 3 Posable Lamp inc: Wood joints Marking out Reading technical drawings Planning / recording making Laser cutting / 3D printing. Finishing wood and assembly of components. Evaluating (terminal) +Theory 1 Lesson per week including exam style questions using EXAMPRO	CAD / CAM: Mini project 4 Using Fusion360 to produce designs for a pencil holder Testing and evaluation of the product FDT Mood board, formulation and presentation. +Theory 1 Lesson per week including exam style questions using EXAMPRO	Creative sketching Design a range of products in each style e.g. Pop art, Bauhaus focus on isometric sketching. Rendering techniques. Use of colour. +Theory 1 Lesson per week including exam style questions using EXAMPRO	Mini project 5 Creative designing leading to laminating veneers project to produce a spoon / fork Use of templates, moulds, PVA glue. +Theory 1 Lesson per week including exam style questions using EXAMPRO	Beginning of the NEA Section A: Exploring the task and research techniques. (brainstorming) Client identification. Primary and secondary research techniques (4) appropriate to chosen theme. +Theory 1 Lesson per week including exam style questions using EXAMPRO
Creative IMedia	R094 Visual Identity and digital graphics Coursework Purpose of visual identity. Component features of visual identity. Elements of visual identity. Visual identity style. Concepts of graphic design.	permissions. Pre-production and planning. Mind maps. Mood boards. Visualisation diagrams. Software tools and techniques to create digital graphics. Drawing tools. Adjustments to	Complete coursework unit. Contingency time and prepare for moderation before starting the exam unit.	Client requirements and how they are defined. Audience demographics and segmentation. Codes used to convey meaning, create impact and engage audiences. Work planning.	Documents used to support ideas generation and plan products. Research methods, sources and types of data. Legal considerations to protect individuals. Intellectual property rights. Regulation,	Health and safety. Distribution platforms and media to reach audiences. Properties and form. Compression. Work experience and mocks in the last half term. Complete the



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	Layout conventions for different graphic products and purposes. Technical properties of image and graphics. Vector graphic properties. Licences and	brightness/ contrast and colour. Retouching. Typography. Filters and effects. Sourcing assets. Creating assets. Editing assets. Save and export.			certification and classification.	exam unit and start looking at the new brief for R097 before summer.
			R093 Exam The media industry Media industry sectors and products. Job roles in the media industry. How style, content and layout are linked to the purpose.			R097 Interactive Media Coursework Look over and annotate the new brief to start in Y11.
German	School subjects, clothes, primary school, school bag items, what you're looking forward to and describing the school day.	School rules, description of school, school trips, free time activities and musical instruments.	Reading habits, music, tv and films, sport and festivals.	Physical and character descriptions, what makes a good friend, family and pets, family relationships and marriage.	Weekend activities, life now and as a child, house, rooms and furniture, exchange visit and daily routine.	Food and drink, healthy living, social media and technology.
French	Family and descriptions, places in town, activities and times, friends and relationships with family.	Making arrangements to go out, describing a day out, role models, leisure activities, films and cinema and sport.	Technology, reading, music, tv programmes and a night out with friends.	Food and meals, clothes, daily life, shopping for clothes, festivals and traditions.	Shopping for a special meal, family celebrations, where you live and what you can do there and places in town.	Directions, describing a region, plans and weather.
Geography	Topic 1: Hazardous Earth Climate hazards: Global atmospheric circulation; climate change (natural and human); future climate projections; tropical cyclone formation, impact, management and case studies. Tectonic hazards: Earth's structure; convection currents; plate boundaries; volcanic eruptions		Topic 3: Challenges of an Urbanising World Trends in urbanisation; megacities, world cities, primate cities; migration, urban growth and decline; urban economies; changes over time; different land uses; Mumbai case study: site and situation; context; structure; trends in population growth; spatial growth and land		Topic 6: Fieldwork Physical fieldwork investigation: Enquiry questions; risk assessments. Methodology; data collection; data presentation; data analysis; conclusion; evaluation	



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	(shield and composite); earthquakes and tsunamis; earthquake case studies		use; opportunities and challenges; sustainability; top-down and bottom-up strategies			
	Topic 2: Development Development indicators; demographics; causes and consequences of global inequalities; development theories; top-down and bottom-up development strategies; globalisation; different approaches to development; India case study: site and situation; context; key economic trends; globalisation and government policy; consequences of rapid economic change; effects of globalisation on different ages and genders; geopolitical influence; international relations			Topic 4: UK Evolving Physical Landscapes Influence of geology, physical and human processes on UK landscapes; OS map skills; Coasts: waves and geology; weathering and mass movement; erosional landforms; longshore drift; depositional landforms; human activities; flood risks and protecting coastlines; Rivers: river profiles and landscapes; drainage basin characteristics; erosional and depositional landforms; storm hydrographs; physical and human causes of flooding; flood risks and river management		
Computer Science <i>[+ ongoing coding and programming practice throughout the course]</i>	System Architecture; Memory and Storage	Memory and Storage cont'd; Computer Networks.	Computer Networks cont'd; Network Security.	Network Security cont'd; System Software.	System Software cont'd; Ethical, Legal, Cultural & Environmental Issues.	Revision and Coding / Programming Practice.
Mathematics	Foundation and Higher Algebraic manipulation Equations, inequalities and formulae Quadratic expressions and equations	Foundation and Higher Percentages Ratio and scale Work with fractions	Foundation and Higher Non-calculator methods Straight line graphs Probability	Foundation and Higher Rounding and estimation Perimeter, area and volume Interpret and represent data Non-linear graphs	Foundation and Higher Angles Graphs and diagrams Vectors	Foundation and Higher Factors, powers and surds Pythagoras' theorem and trigonometry
English	English Language Paper 1, Section A. Reading Q1-4	English Language Paper 1, Section B. Descriptive and narrative writing	English Language Paper 2, section A. Reading Q 1-4	English Language Paper 2, section B. Transactional Writing.	Revision of English Language Paper 1, sections A and B	Revision of English Language Paper 2, sections A and B. Spoken Language Endorsement (an individual



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						presentation on a chosen topic).
	AQA English Literature Paper 1: Shakespeare and the 19th Century Novel <u>Macbeth</u> This unit will prepare students for the demands of the Shakespeare element of Literature Paper 1. Students will study 'Macbeth' in its entirety, enabling pupils to write in detail about an extract from the play and the play as-a-whole. They will also develop comprehension and critical reading skills, and evaluate Shakespeare's use of form, structure and language. Students will also develop a detailed understanding of contextual factors that may have influenced the play.	AQA English Literature Paper 1: Shakespeare and the 19th Century Novel <u>A Christmas Carol</u> This unit will prepare students for section B of Literature Paper. Students will learn about the contexts in which the novella was written and Dickens' key themes and intentions. They will also understand how Dickens conveys character and themes through form, structure and language. Students will be expected to use textual references to support interpretations, whilst maintaining a critical style and developing an informed personal response to the novel.	AQA English Language Paper 1: Explorations in Creative Reading and Writing <u>Section A: Reading</u> This unit will develop students into confident, critical readers, able to analyse unseen extracts with resilience and confidence. Students will read a variety of high-quality fiction extracts, and each lesson will focus on a specific aspect of section A. This will give pupils the time to develop their independent reading skills alongside their knowledge of how to answer examination questions.	AQA English Language Paper 1: Explorations in Creative Reading and Writing <u>Section B: Descriptive or narrative writing</u> This unit will develop students' ability to craft imaginative and engaging pieces of creative writing that demonstrate control of language, structure, and style to entertain the audience. The unit aims to build pupils' confidence in expressing original ideas, experimenting with narrative perspective, tone and mood to develop a personal writing style. Through focused drafting, peer assessment and reflection, pupils will refine their editing skills and deepen their understanding	AQA English Literature: <u>Blood Brothers</u> This unit will prepare students to respond in depth to one of two printed questions on the play — typically one theme-based and one character-based — and respond in continuous essay form. In addition to knowing the plot, characters and chronology of the play, students will learn about the social context of post-war Liverpool: class inequality, housing, unemployment, changing family structures and migration. Students will also consider the play's forms: musical, social realist drama, tragedy and a morality tale. They	AQA English Literature: Completion of the study of 'Blood Brothers.' AQA English Language Paper2: Writers' Viewpoints and Perspectives, Section B: Writing to present a viewpoint and the Spoken Language Endorsement. Students will read and study high-quality examples of opinion writing. They will construct their own speeches on a topic of their choice and present this in front of an audience.



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				of how language choices impact readers.	will engage with the key ideas such as the role of class, fate and superstition, and wider themes such as motherhood, masculinity and social inequality.	
History	Paper 1 Conflict and Tension, 1918-1939 Peacemaking Germany, 1890-1945 Germany and the growth of democracy (1890-1929)	Paper 1 Conflict and Tension, 1918-1939 Peacemaking Germany, 1890-1945 Germany and the growth of democracy (1890-1929)	Paper 1 Conflict and Tension, 1918-1939 The League of Nations and international Peace Germany, 1890-1945 Germany and the Depression (1929-1933)	Paper 1 Conflict and Tension, 1918-1939 The League of Nations and international Peace Germany, 1890-1945 Germany and the Depression (1929-1933)	Paper 1 Conflict and Tension, 1918-1939 The origins and outbreak of the Second World War Germany, 1890-1945 The experience of Germans under the Nazis (1933-1945)	Paper 1 Conflict and Tension, 1918-1939 The origins and outbreak of the Second World War Germany, 1890-1945 The experience of Germans under the Nazis (1933-1945)



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Child Development	R059 Understand the development of a child from one to five years Topic Area 1: Physical, Intellectual and social development norms. Topic area 2 stages and types of play and play benefits development Topic area 3 Observe the development of child aged one to five years	R059 Understand the development of a child from one to five years Topic area 4 plan and evaluate play activities. This is the first of the NEA units needed for the qualification. All coursework needs to be completed before Easter holidays in preparation for May 15 submission.	Introduce R058 create a safe environment and understand the nutritional needs of children from birth to five years. Complete topic area 1 using the set assignment released on 1st June 2026 Topic area 1 create a safe environment in a childcare setting. Topic area 2 Choosing suitable equipment for a childcare setting.
	R057 Health and well-being for child development terminal end exam unit (48GLH) this unit is run alongside the coursework unit for one lesson a week. Topic Area 1: Pre-conception health and reproduction This unit is run throughout the year 1 lesson a week	R057 Health and well-being for child development terminal end exam unit (48GLH) this unit is run alongside the coursework unit for one lesson a week. Topic Area 2: Antenatal care and preparation for birth This unit is run throughout the year 1 lesson a week	R057 Health and well-being for child development terminal end exam unit (48GLH) this unit is run alongside the coursework unit for one lesson a week. Topic Area 3: Postnatal checks, postnatal care and the conditions for development This unit is run throughout the year 1 lesson a week
Health and Social Care	Unit R034: Creative and therapeutic activities In this we explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. Topic area 1 Therapies and their benefits Topic area 2 creative activities and their benefits. 2 lesson per week	Unit R034: Creative and therapeutic activities. Topic area 3 How to plan a creative activity for individuals or groups in health or social care settings. Topic area 4 How to deliver a creative activity and evaluate our own performance. 2 lessons per week This must be completed by Easter half term and internally moderated in preparation for submission in May to the exam board for external moderation.	R033: Supporting Individuals through Life Events 2nd NEA coursework unit Topic Area 1- Life Stages In this topic we explore how people develop Physically, Intellectually, Emotionally and Socially through different Life stages. The live NEA assignment brief will be released on 1st June



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	R032 Principles of care in health and social care settings Topic area 1 The rights of the service user in health and social care settings 1 lesson a week allocated to the external exam.		R032 Principles of care in health and social care settings Topic area 2 Person centred values 1 lesson a week allocated to the external exam		R032 Principles of care in health and social care settings Topic area 3 effective communication in health and social care settings. 1 lesson a week allocated to the external exam	
RPE	Paper 2: Christian beliefs and practices	Paper 2: Christian beliefs and practices	Paper 1: life and death Paper 2: Christian practices	Paper 1: life and death Paper 1: human rights	Paper 1: life and death Paper 1: human rights Paper 1: good and evil	Paper 1: human rights Paper 1: good and evil
Ethics	Body and mind Self-esteem Body image Eating disorders Mental health Body modification	Careers, futures and work experience World of work Writing letters for work experience CV writing	Alcohol and drugs Risk taking under the influence Smoking and vaping The law on drugs	Relationships Romantic relationships Equality in relationships Pornography Marriage Honour-based violence Child marriage Domestic violence Hate crime Peer influence		Human rights and social justice Human rights Amnesty international Censorship Civil rights and BLM Extremism
Sport Science	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Assessment: Internal coursework. Focus: Laying the foundation for understanding the benefits, structures, and preparation required for sport and physical activity. External Deadline 1 st May Content Areas: Types of Sports and Physical Activities: Individual sports, team sports, and physical activities.		Key Assessment Tasks Research and Written Reports: Investigate different types of sports and physical activities. They analyse the benefits of participation, linking them to physical, mental, and social well-being. Research Assignment: Presentation or Report: Discuss the importance of using appropriate equipment, technology, and clothing in a sport or physical activity.		Component 2 - Taking Part and Improving Other Participants' Sporting Performance Assessment: Internal coursework based on practical participation, performance review, and coaching/leadership tasks. (30%) Roles in Sport: Exploration of leadership and coaching roles. Responsibilities of coaches and officials, including safety, organization, and feedback delivery. Practical Participation: Developing advanced techniques, skills, and tactics in chosen sports.	



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	Benefits of Participation: Physical benefits: Social benefits: Mental benefits: Body Systems and Exercise: The short- and long-term effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems. Linking exercise benefits to sports performance. Warm-ups and Cool-downs: Importance of warm-ups for injury prevention and preparation.	Practical Application: Students plan and demonstrate effective warm-ups and cool-downs for specific sports Evaluation and Reflection: Students evaluate the effectiveness of their plans and practical demonstrations, identifying improvements for future sessions.	Students develop their practical skills, techniques, and tactics in two contrasting sports. They must demonstrate their ability to perform to a high standard in both individual and team sports.
	Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity Assessment: External exam (40% of overall grade). Focus: Understanding fitness, health, and training principles and their application to improving performance. Components of Fitness: Physical fitness: Strength, speed, flexibility, and endurance. Skill-related fitness: Agility, balance, coordination, and reaction time. Fitness Testing: Methods of fitness testing: Multistage fitness test, sit-and-reach test, 1-rep max test. Interpreting test results to identify strengths and areas for improvement. Principles of Training: Key principles: Specificity, overload, progression, reversibility, and individual needs. Understanding how to apply principles to improve fitness.		
Physical Education	Basketball: Develops advanced techniques, including defensive strategies and fast breaks. Football: Introduces match analysis and positional specialization. Netball: Focuses on advanced attacking and defensive techniques. Fitness: Focuses on individualized fitness plans and achieving personal goals. Trampolining: Teaches complex aerial sequences and precision landings. Badminton: Enhances competitive tactics and advanced strokes. Dodgeball: Promotes teamwork and tactical decision-making under pressure.		Rounders: Builds advanced fielding strategies and batting techniques. Baseball: Focuses on game tactics and team coordination. Cricket: Advances bowling and batting skills with an emphasis on match scenarios. Crazy Catch: Enhances reflexes, hand-eye coordination, and reaction speed.
WJEC Level 1/2 Vocational Award Hospitality and	Unit 1 the Hospitality and Catering industry Learning Objective (LO) 4 Food safety in hospitality and catering	Unit 1 the Hospitality and Catering Industry LO 3 Health and safety in hospitality and catering	Unit 2 Hospitality and Catering in action Non-Exam Assessment (NEA) practice topics to be covered: 2.1 The importance of nutrition



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Catering (Technical Award)			2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills
Biology	Infection and Response	Bioenergetics	Homeostasis and Responses
Chemistry	Energy Changes	Chemical quantities and calculations	Chemical Changes
Physics	Electricity	Particle Model of Matter	Energy
Art and Photography	Half term 1 Sept to October half term In this first half term students conduct a full independent project where they learn the process of a full project as expected in GCSE. All work is assessed from the very start of the course and is 60% of the final grade. They can choose a topic then go through the following stages very quickly. 1 Topic research 2 Artists research 3 Samples and experiments 4 Designs 5 Final outcome 6 Evaluation. Students are supported to select an appropriate topic and artist and guided through the process, but they are to demonstrate to the teacher where they feel their skills are strongest.	Year 10 project – starts after October half term 1 Topic research 2 Artists research 3 Samples and experiments 4 Designs 5 Final outcome 6 Evaluation. After the topic research (which can be a new one and is the student's choice. We spend time as a class revisiting and learning skills. These skills include us of Textiles (including digital), ceramics, photography, drawing and painting and a range of printing. These are all covered in depth for several weeks each.	Starting Feb half term Students move on to artists research and will choose 2 contemporary or historical artists to research. These will reflect the intentions of the project. Students will analyse the work of the artist in a piece of written work. They will create a range of independent samples and experiments to explore the work of the artists and how it links to their chosen theme/topic and concept. Students will design a range of possibilities and create an outcome. They will evaluate the project at the end. This stage will be complete sometime around half term 5 before students start the project that will be the main year 11 coursework project.



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Performing Arts BTEC	Component 1 Preparation		Component 1 Assessment window		Component 2 Preparation	
Engineering Manufacture	R014: Engineering materials and processes Reading engineering drawings R015: Workshop practice – metal Identity tag R016: Polymer Identity tag on fusion software	R014: Engineering materials and processes Reading engineering drawings R016: Manufacturing in Quantity – CNC machine door stopper	R014: Manufacturing requirements - Scales of manufacture and quality R016: Manufacturing in Quantity – CNC machine door stopper	R014: Manufacturing requirements - Scales of manufacture and quality R015: manufacturing a one off product – Height scriber	R015: Manufacturing a one off product – Height scriber (submit for moderation) R016: NEA Assessment CNC machine door stop per(submit for moderation)	R014: Development in Engineering Manufacture Practical project: Hammer project

