

Y10 Curriculum 2017/18						
Mastery Cycle 1		Mastery Cycle 2		Mastery Cycle 3		
Compulsory GCSE Subjects						
	Biology - Cell division, circulatory system, plants Chemistry - Calculations and bonding Physics - Energy, work and power, Forces	Biology - Communicable diseases Chemistry - Rates of reaction, Chemical changes Physics - Electricity, Energy Resources	Biology - non-communicable diseases, preventing and treating disease Physics - Molecules, matter, energy, force and motion Chemistry - Electrolysis, chemical analysis, chemistry of the atmosphere			
English Language	<b>English Language Paper 1</b>	<b>English Language Paper 2</b>		<b>English Language Paper 1&amp;2</b>		
	Section A: Reading 20th and 21st Century prose fiction and non-fiction. Section B: Descriptive & narrative writing.	Section A: Reading 19th Century non-fiction & fiction. Section B: Argue, persuade, advise, explain.		Diagnostic teaching based on summative assessment results from Autumn and Spring. Speaking and Listening.		
English Literature	<b>English Literature Paper 1</b>	<b>English Literature Paper 2</b>		<b>English Literature Paper 1</b>		
	Part A, pre-1914 text: 'The Strange Case of Dr Jekyll & Mr Hyde' by Robert Louis Stevenson.	Part A, modern text: 'An Inspector Calls' by J. B. Priestley.		Part B, Shakespeare: 'Macbeth'.		
Maths	<b>Number</b>	<b>Geometry</b>	<b>Reasoning</b>	<b>Geometry &amp; Number</b>	<b>Sampling &amp; Probability</b>	<b>Applications of Algebra</b>
	1) Using Indices and standard form 2) Geometric Change 3) Sequences 4) Iterative Process 5) Further Sequences	1) Enlargement and Similarity 2) Bearings and Trigonometry 3) Further transformations 5) Triangles in 3D	1) Algebraic reasoning 2) Geometric reasoning 3) Vectors 4) Trigonometric graphs 5) Proof with lines and vectors 6) Further inequalities	1) Properties of 3D shapes 2) Calculations with 3D shapes 3) Geometric Reasoning 2 4) Upper and lower bounds 5) Similar areas and volumes 6) Trigonometry in all triangles	1) Sampling 2) Theoretical and experimental probability 3) Combined events 4) Conditional Probability	1) Quadratics 2) Non-linear graphs 3) Simultaneous equations 4) Further quadratics 5) Exponential graphs 6) Algebraic fractions
French	<b>Qui suis-je?</b>	<b>Le temps de loisirs</b>	<b>Jours ordinaires, jours de fête</b>	<b>De la ville à la campagne</b>	<b>Le grand large..</b>	<b>Au collège</b>
	<b>Language content</b> Self questions Family and physical description Personality Qualities of a good friend Saying who you get on well with and why <b>Cultural content</b> French soap opera - C'est ma famille <b>Grammar</b> Possessive adjectives Adjectival agreement Comparatives Present tense avoir, être, aller, reflexive verbs Near future tense *Imperfect tense 1st person j'étais, j'avais *Conditional tense 1st person je voudrais être, je voudrais avoir	<b>Language content</b> Sports and hobbies TV programmes and films Musical instruments <b>Cultural content</b> French pop group - Tryo/Grégoire <b>Grammar</b> French film - les choristes  <b>Grammar</b> Present tense with regular verbs and key irregular verbs Perfect tense with avoir and être Depuis + present tense Direct object pronouns	<b>Language content</b> Food and drink Daily routine Quantities Shops for food Asking questions Key celebrations Clothes and materials <b>Cultural content</b> French food SNCF Family celebrations in France (weddings, birthdays) <b>Grammar</b> Present tense Modal verbs: pouvoir & devoir Asking questions Definite article vs partitive Pronoun en Using tu and vous forms Venir de Il y a + time Near future + perfect tense – porter and mettre Adjectival agreement e.g. with colours	<b>Language content</b> Places in a town Describing a region Leaflets about a town Problems in a town Activities using on peut Imperfect Negatives <b>Cultural content</b> French regions (Bretagne, Normandie, Alsace, Provence, Aquitaine) <b>Grammar</b> Beaucoup/ plein de Definite and indefinite articles Il n'y a pas de Negatives 'to the' Imperative Pour + infinitive Pronoun y Asking questions using quel etc Present tense Imperfect tense	Countries Simple Q&A for holidays Holiday activities Types of accommodation Types of travel What you take on holiday Opinions for holidays Language for ordering food, booking hotel, reviewing hotel Numbers and prices <b>Cultural content</b> Regions of France (Normandie, Alsace, Corse, Aquitaine, Bretagne) <b>Grammar</b> On peut + infinitive Perfect tense Conditional tense Reflexive verbs in perfect tense Time markers to indicate present, past or future En + present participle Avant de + infinitive Si + imperfect tense + conditional Demonstrative adjectives and pronouns	<b>Language content</b> School subjects, opinions and reasons Days, time and timetable Language to describe school School system in France and in French-speaking countries School rules Advice for getting the best out of school Plans for the future School exchanges: Benefits, a past exchange, programme <b>Cultural content</b> French education system <b>Grammar</b> Definite article + subjects Il (ne) faut (pas) + infinitive Il est interdit de + infinitive Imperative Present tense Perfect tense
<b>Options GCSE Subjects</b>						
History	<b>Paper 2 - Anglo-Saxon and Norman England</b>	<b>Paper 3 - Weimar and Nazi Germany</b>		<b>Paper 2 - Superpower Relations</b>		
	<b>Anglo-Saxon society</b> - How strong a leader was Edward the Confessor? - Who were the 4 claimants? - How was England conquered in 1066?  <b>Conquering and consolidation</b> - How did the Normans Establish control in the short term - Causes and effects of resistance (1068-71) - How successful was the Harrying of the North? - Why did the Earls revolt in 1075?  <b>Norman England</b> - How far had society changed under the Normans? - How did the Normans rule England? - How secure was William's succession?	<b>The Weimar Republic</b> -How was it created? - What were the early challenges? - How far had Weimar recovered by 1929?  <b>Hitler's rise to power</b> - How significant were the Nazis before 1923? - Why did support for the Nazis grow from 1929 onwards? - What were the steps needed for Hitler to assume power?  <b>Nazi dictatorship</b> - How did the Nazis defeat internal and external opposition? - What role did the police play in developing a dictatorship? - How successful were the Nazi party in controlling attitudes?  <b>Life in Nazi Germany</b> - What were the Nazi views on women and the young? - How far did living conditions change under the Nazi party? - How did the Nazis persecute minorities? - William's successors		<b>Origins of the Cold War</b> - Why were relations getting worse between Russia and America? - How did the superpowers respond to the end of WW2? - How did the arms race and Soviet expansion increase tension?  <b>What were the crises of the Cold War?</b> - What were the problems in Berlin, Cuba and Czechoslovakia? - How did these crises lead to further problems? - Why was there a growing move to peace and stability at the end of this period?  <b>How did the Cold War end?</b> - How did the superpowers try and reduce tensions? - Why did the second Cold War begin? - How important were economic factors for the collapse of the Cold War?		
	<b>The changing landscapes of the UK</b>	<b>Weather hazards and climate change</b>	<b>Ecosystems, biodiversity and management</b>	<b>Changing cities</b>	<b>Fieldwork</b>	
		<b>Global models of heat and</b>		<b>Urban patterns and processes</b>		

Geography	<p><b>Overview of the UK's physical landscape</b></p> <ul style="list-style-type: none"> <li>*Classification and characteristics of rock types</li> <li>*Geological variations within the UK</li> </ul> <p>*The formation of upland and lowland landscapes in the UK</p> <p><b>River landscapes and processes</b></p> <ul style="list-style-type: none"> <li>*Physical processes at work in the river - weathering, erosion, transportation and deposition</li> <li>*Changing characteristics of the river from the upper to lower course</li> <li>*Formation of key river landscape features (eg: waterfall, meander, oxbow lake)</li> <li>*Interaction of people with the river landscape</li> </ul> <p><b>Coastal landscapes and processes</b></p> <ul style="list-style-type: none"> <li>*Physical processes at work at the coast</li> <li>*Formation of key coastal landscape features</li> <li>*Interaction of people with the coastal landscape</li> </ul>		<p><b>energy transfer</b></p> <ul style="list-style-type: none"> <li>*Tri-cellular model and thermohaline circulation</li> </ul> <p><b>Non anthropogenic causes of climate change</b></p> <ul style="list-style-type: none"> <li>*patterns of change across the Quaternary</li> <li>*causes of non anthropogenic climate change (eg: milankovitch cycles)</li> </ul> <p>*evidence of past climate change</p> <p><b>Anthropogenic climate change</b></p> <ul style="list-style-type: none"> <li>*Causes of the enhanced greenhouse effect</li> <li>*negative impacts of climate change on people and the environment</li> </ul> <p><b>UK climate - continuity and change over the last 1000 years</b></p> <p>Causes, impacts and response to weather/climatic hazards</p> <ul style="list-style-type: none"> <li>*tropical cyclones</li> <li>*hazards</li> </ul>	<p><b>Distribution and characteristics of large-scale ecosystems</b></p> <p><b>Resources and the biosphere</b></p> <p><b>Tropical rainforests</b></p> <ul style="list-style-type: none"> <li>*biotic and abiotic characteristics</li> </ul> <p>*networks of interdependence</p> <ul style="list-style-type: none"> <li>*adaptations of biodiversity</li> <li>*ecosystem services</li> </ul> <p><b>Deciduous woodland</b></p> <ul style="list-style-type: none"> <li>*biotic and abiotic characteristics</li> </ul> <p>*networks of interdependence</p> <ul style="list-style-type: none"> <li>*adaptations of biodiversity</li> <li>*ecosystem services</li> <li>*sustainable use and management</li> </ul>	<ul style="list-style-type: none"> <li>*continuity and change in global patterns of urbanisation</li> <li>*causes and impacts of different rates of globalisation</li> </ul> <p><b>Case study of major UK city</b></p> <ul style="list-style-type: none"> <li>*Context, functions and structure</li> <li>*Movement of people, employment and services and impact on city</li> <li>*Impact of globalisation and economic change on population, inequality and spatial organisation</li> <li>*Strategies to improve sustainability and quality of life in the urban context</li> </ul> <p><b>Case study of major city in developing country</b></p> <ul style="list-style-type: none"> <li>*Context, functions and structure</li> <li>*Relationship between character of city and fast rate of growth</li> <li>*Challenges of rapid growth: nature, management and stakeholders</li> </ul>	<p><b>Investigating river landscapes</b></p> <ul style="list-style-type: none"> <li>*enquiry questions</li> <li>*fieldwork methods and techniques</li> <li>*secondary data sources</li> </ul> <p><b>Investigating human landscapes: inner urban area</b></p> <ul style="list-style-type: none"> <li>*enquiry questions</li> <li>*fieldwork methods and techniques</li> <li>*secondary data sources</li> </ul>
	Christianity	Bhuddism		Ethics		
PRE	<p>Key beliefs:</p> <ul style="list-style-type: none"> <li>* the nature of God: God as omnipotent, loving and just, and the problem of evil and suffering.</li> <li>* the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>* different Christian beliefs about creation including the role of the Word and Spirit</li> <li>* different Christian beliefs about the afterlife</li> <li>* the importance of Jesus as the son of God: the crucifixion, resurrection and ascension</li> <li>* sin</li> <li>* the means of salvation</li> <li>* the role of Christ in salvation</li> </ul>	<p>Worship and festivals:</p> <ul style="list-style-type: none"> <li>* different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible; private worship</li> <li>* prayer and its significance, including the Lord's Prayer, set prayers and informal prayer</li> <li>* the role and meaning of the sacraments: baptism, including different beliefs about infant baptism and the sacrament of eucharist</li> <li>* the role and importance of pilgrimage</li> <li>Christmas and Easter</li> <li>The role of the church in the local and worldwide community:</li> <li>* the role of the Church in the local community including</li> </ul>	<p>The Dhamma (Dharma):</p> <ul style="list-style-type: none"> <li>* dhamma</li> <li>* dependent arising (paticcasamupada)</li> <li>* the Three Marks of Existence: anicca (impermanence); anatta (no fixed self); dukkha (unsatisfactoriness of life)</li> <li>* the human personality in the Theravada and Mahayana traditions</li> <li>* human destiny: Arhat and Bodhisattva ideals</li> <li>* Buddhahood and the Pure Land</li> </ul> <p>The Buddha and the Four Noble Truths:</p> <ul style="list-style-type: none"> <li>* the Buddha's life and its significance</li> <li>* the Four Noble Truths:</li> </ul>	<p>Worship and festivals:</p> <ul style="list-style-type: none"> <li>* the nature use and importance of Buddhist places of worship</li> <li>* Puja, Meditation, Samatha, Vipassana, visualisation</li> <li>* the practice and significance of different ceremonies and rituals associated with death and mourning.</li> <li>* festivals and retreats including Wesak and Parinirvana Day</li> <li>Buddhist ethics: <ul style="list-style-type: none"> <li>* ethical teaching: kamma, compassion, loving kindness, the five moral precepts (do not take life, do not take what is not give, do not misuse the senses, do not speak falsehoods, do not take intoxicants)</li> <li>* the six perfections in the Mahayanan tradition: generosity, morality, patience,</li> </ul> </li> </ul>	<p>"Relationships and families:</p> <ul style="list-style-type: none"> <li>* sex, marriage and divorce</li> <li>* families and gender equality</li> </ul>	<p>"Religion and life:</p> <ul style="list-style-type: none"> <li>* origins of the universe</li> <li>* origins of human life</li> <li>* abortion</li> <li>* euthanasia</li> <li>* animal experimentation</li> </ul>
	Portfolio project 1: Food workshops		Portfolio project 1: Food extended		Portfolio project 2: Fantastic and Strange	
Art, craft and design	<p><b>Exploring the theme of 'Food' through the 5 areas of study:</b> <u>Fine Art</u> (acrylic painting and fluid painting), <u>Graphic Communication</u> (printmaking and typography), <u>Textile design</u> (pattern and stitching), <u>3D Design</u> (clay) and <u>Photography</u> (creating a set using found objects).</p> <p><b>Selecting an area of study to develop</b> towards creating a 'final' outcome, alongside relevant planning, research and reflective writing.</p>		<p><b>Selecting 2 areas of study</b> (Fine Art, Graphic Communication, Textile design, 3D design, Photography) to develop towards creating an independent and personal project.</p> <p><b>Developing</b> ideas for extended independent projects (mind maps, research, planning).</p> <p><b>Refining</b> ideas through experimenting with a range of media and techniques (developing use of appropriate formal elements).</p> <p><b>Recording</b> ideas within sketchbooks appropriately. Using drawing and written annotation (and reflection) to communicate the journey of the project.</p> <p><b>Presenting</b> a final outcome, demonstrating and realising intentions through the art work, sketchbook and written reflection.</p>		<p><b>Exploring the theme of 'Fantastic and Strange' through the 5 areas of study:</b> <u>Fine Art</u> (chalk, charcoal, marbling) , <u>Graphic Communication</u> (collage and street art), <u>Textile design</u> (paper clothing and accessories), <u>3D Design</u> (wire and mixed media) and <u>Photography</u> (Image and Photo editing).</p> <p><b>Selecting an area of study to develop</b> towards creating a 'final' outcome, alongside relevant planning, research and reflective writing.</p>	
	Component 1: Devising		Component 2: Performing from a text		Component 3: Interpreting Theatre	
Drama	<ul style="list-style-type: none"> <li>• Ensemble work</li> <li>• Studying influential theatre practitioners</li> <li>• Devising drama workshops</li> <li>• Introduction to 'DNA' by Dennis Kelly</li> <li>• Live theatre review</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction to genre – 'Theatre in Education' and 'Physical Theatre'</li> <li>• Exploring play texts: 'Living with Lady Macbeth' and 'Too Much Punch for Judy'</li> <li>• Exploring Character: 'DNA' by Dennis Kelly</li> </ul>		<ul style="list-style-type: none"> <li>• Practical exploration of 'DNA'</li> <li>• 'DNA' performance presentations: design and characterisation</li> <li>• Live theatre review</li> <li>• Written assessment preparation – interpreting 'DNA'</li> </ul>	
	Becoming a GCSE musician.	Set work: Star Wars	Set work: Music for a while	Set work: Release	Set work: Defying Gravity	Set work: Brandenburg Concerto No.5
Music	Consolidation of musical analysis skills, preparatory composing tasks, ensemble performance.	Listening and analysing Star Wars. Musical dictation and listening comparison. Solo and ensemble performance, working towards GCSE recital evening. Star Wars composing tasks.	Listening and analysing Music for a while. Musical listening comparison and music dictation. Solo and ensemble performance. Vocal music composition project.	Listening and analysing Release. Musical listening comparison and music dictation. Solo and ensemble performance, leading to GCSE recital evening. Begin free composition (coursework composing task chosen by pupils).	Listening and analysing Defying Gravity. Musical listening comparison and music dictation. Solo and ensemble performance. Work on free composition (coursework composing task chosen by pupils).	Listening and analysing Brandenburg Concerto No.5. Musical listening comparison of all set works and unheard listening and music dictation. Solo and ensemble performances leading to end of year 10 recording. Finish free composition.
	Netball or Badminton	Netball or Badminton	Table tennis or Volleyball	Table tennis or Volleyball	Athletics	Athletics
PE	Theory: Sports psychology, health fitness & wellbeing.	Theory: Sports psychology, health fitness & wellbeing.	Socio-cultural Influences and Revision	Socio-cultural Influences and Revision	Physical Training , AEP Coursework (AOP) and Revision	Physical Training , AEP Coursework (AOP) and Revision
	Binary, variables, manipulation, operations	Encoding, compression, loops, selection and logic	Computer systems and CPU,	Machine code, systems and software. Subroutines and	Networks and storage, Abstraction, algorithms	Security and ethics issues, operations, read/write and

Com	manipulation, operations and expressions	loops, selection and logic gates	arrays	software, subroutines and local/global variables.	Abstraction, algorithms, search and sort	operations, read/write and validation
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