

CURRICULUM MAP 2017/18 - TOPICS COVERED EACH HALF TERM

YEAR 10

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
ART & DESIGN	Introductory Phase: DISCOVERY Learning to work with acrylic painting, oil pastels, print and 3D. Gallery response work & Locations HW.	Theme based interpretation and planning. Creating stand-alone pieces building on sketchbook & gallery visit.	Development Phase: 'Identity' Project Learning to develop a project through a process of development, refinement with media, recording and presentation.	Completion of Identity project & final piece creation. Planning & putting on an Exhibition of work	Extension opportunities: Directed / Independent Study building on an element from the earlier stages in the course, linking to either Identity or discovery.	Extension opportunities continued. Students making choices building on earlier work.
GCSE COMPUTING	Introduction through classroom and course expectations <u>Computer systems</u> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers		<u>Computer systems</u> • System security • System software • Ethical, legal, cultural and environmental concerns Exam Practice <u>Introduction to Python</u>		<u>Introduction to Python</u> <u>Computational thinking, algorithms and programming</u> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation	
GCSE CIDA	Induction to course, classroom and course expectations Describe all units. Practice skills needed for controlled assessment and web development. Start Unit 2 Controlled assessment		Unit 2 Controlled assessment		Complete Unit 2 controlled assessment Begin work on Unit 1 Web Development.	
DANCE	Introduction to Course <u>Studio Practice</u> – warm up & cool down Technical skills Choreography Practice 1 <u>Unit 1</u> Motif Development Feedback & analysis Rehearsal Process <u>Unit 4</u> Practice Group Choreography introduction to use of stimulus.	<u>Unit 2 Set Study</u> – Teaching & Learning <u>Unit 4a Solo</u> <u>Composition</u> – Motif and Development, understanding of structure. <u>Unit 1 - First Professional Dance work – Swansong</u> Themes & starting points. Factfile. Dance analysis – constituent features. Action, space, dynamics and relationships.	Continued... <u>Unit 2 Set Study</u> – Teaching & Learning <u>Unit 4a Solo</u> <u>Composition</u> – Motif and Development, understanding of structure. <u>Unit 1 - Professional Dance works – Swansong and Faultline</u> Themes & starting points. Factfile. Dance analysis – constituent features. Action, space, dynamics and relationships.	Continued... <u>Unit 2 Set Study</u> – Teaching & Learning <u>Unit 4a Solo</u> <u>Composition</u> – Motif and Development, understanding of structure. <u>Unit 1 - Second Professional Dance work – Faultline</u> Themes & starting points. Factfile. Dance analysis – constituent features. Action, space, dynamics and relationships.	<u>Unit 2 and 4a</u> Practice/Mock practical examinations. <u>Unit 3</u> Begin Group Performance piece, with a focus on technical and expressive qualities. <u>Unit 1</u> Both professional works, own work and describing movements. <u>Unit 4b</u> Launch Group Choreography Unit 4b. Begin process of stimuli research.	Continued... <u>Unit 3</u> Group Performance piece, with a focus on technical and expressive qualities. <u>Unit 1</u> Both professional works, own work and describing movements. <u>Unit 4b</u> Launch Group Choreography Unit 4b. Begin process of stimuli research.
DRAMA	An Introduction to the GCSE 01/09/2017 – 22/09/2017 Students will learn about pioneering theatrical practitioners and their distinct styles before creating work that mirrors what they have learnt. The emphasis of the term is building a strong base of technical theatrical knowledge. Mock Component 1: Devising Drama 23/09/2017 – 15/11/ 2017 Students will create a devised performance in groups from a stimuli provided by the exam board. All performances will be supported by a portfolio which is evidence of the students' devising process. Mock Component 3 (B): Exam Review 16/11/2017 – 02/12/2017		Mock Component 2: Presenting and performing texts 01/01/2018 – 09/02/2018 Students will study a text and will take part in two performances of two extracts from the text. Mock Component 3: Study of Dan Nolan 10/02/2018 – 30/03/2018 The students will study and perform Willy Russell's Blood Brothers in preparation for section A of the examination paper.		Component 1: Devising Drama 31/03/2017 – 20/06/2018 Students will create a devised performance in groups from a stimuli provided by the exam board. All performances will be supported by a portfolio which is evidence of the students' devising process. Mock Component 3: Exam Late June Students will be expected to sit a paper that has both Section A (studied in Autumn term) and Section B (studied in Spring term)	

	This section asks the students to analyse and evaluate a performance they have seen as part of the course. The group will see 946 at The Bristol Old Vic on 17/11/2016					
DT	Design and Technology (new syllabus) – core and technical specialist principles (in Paper and Boards or Timber, Metal-based Materials and Polymers), designing and making principles, focused practical tasks - in preparation for independent NEA (Non Exam Assessment).					Students start their NEA worth 50% of GCSE (30-35 hours)
ENGLISH	Lord of the Flies/ An Inspector Calls Assessment: WB 9.10.17 Lang Paper 2 Q1-4	Lord of the Flies/ An Inspector Calls Assessment: WB 18.12.17 Either – Jack a s a savage The theme of civilisation Students to develop revision strategies (just as for next year) no notes in the assessment – they must learn quotes.	Poetry Assessment: WB5.2.18 Unseen poem (Lit Paper 2 Section C Q1+2) No notes no planning time. Students will have 40 minutes to complete the unseen single and comparison question	Poetry Assessment: WB 9.4.18 will be a PPE for Y10 Lit Paper 2 (whole thing) Try to mark some comparison work in class in lead up.	Romeo and Juliet Mini assessment – extract of choice	Romeo and Juliet Assessment: 9.7.18 Extract assessment Students to revise as they work through the play – The assessment will either be on Romeo, Juliet, Friar Lawrence, or Lord Capulet Students must revise for this as they read the text. This will be an unseen assessment
FOOD PREPERATION AND NUTRITION	The science of cooking food	Food spoilage	Nutrition Factors affecting food choice Cultures and cuisines	Technological developments Food provenance and food waste	Commodities; cereals, fruits, vegetables, meat, fish, dairy, alternative proteins, fats, sugars	Mock exam Practise investigation assessment
GEOGRAPHY	Sustaining Ecosystems	UK in the 21 st Century	Dynamic Development	Resource Reliance	Urban Futures	Urban Fieldwork
HISTORY	The People's Health in Britain (1 teacher marked and one peer marked timed essay)	The People's Health in Britain (1 teacher marked and one peer marked timed essay)	The People's Health in Britain Mock Paper Teacher Assessed	The Elizabethans (1 teacher marked and one peer marked timed essay)	The Elizabethans Mock paper Teacher Assessed	The Making of America (1 teacher marked and one peer marked timed essay)
MATHS – Higher	Place Value and Rounding Adding and subtracting Multiplying and dividing Order of Operations Simplifying expressions Substitution Indices Expanding and factorising Algebraic fractions Use angle facts Bearings Triangles and quadrilaterals Congruence and similarity Polygons	Sampling Organising Data Representing Data Averages and Spread Fractions & Percentages	Formulae Functions Equivalences in algebra Expanding & Factorising Measuring lengths and angles Area of a 2D shape Transformations	Proba bility Experi ments Theoretical probability Estimation & approximation Calculator Methods Measures & Accuracy	Solving linear equations Solve quadratic equations Solve simultaneous equations Trial & Improvement Inequalities Circumference and area Arcs and sectors Circle Theorems Construction & Loci	Proportion Ratio Percentage change Factors and Multiples Powers and Roots Surds
MATHS - Foundation	Place Value Rounding Adding and subtracting Multiplying and dividing Order of Operations Simplifying expressions Substitution Indices Expanding and factorising	Sampling Organising Data Representing Data Averages and Spread Fractions, Decimals & percentages	Substitution Rearranging formulae Equations, identities and functions Expanding and factorising Measure lengths and angles Bearings Area of a 2D shape Transformations	Estimation and Approximation Using a calculator Metric Measures Compound measures Upper & lower bounds Probability experiments Expected Outcomes Theoretical probability Mutually exclusive events	Solving linear equations Solve quadratic equations Solve simultaneous equations Trial & Improvement Inequalities Circumference and area Arcs and sectors Circle Theorems Construction & Loci	Proportion Ratio Percentage change Factors and Multiples Prime factor decomposition Powers and roots

	Use angle facts Bearings Triangles and quadrilaterals Congruence and similarity Polygons								
MFL	French Who am I? (Family, relationships)	Daily life	Cultural life	Holidays	Holidays	Town, region and country			
	German School	Free time	Media	Family and relationships	Health / Food and drink	Where I live			
	Spanish Where I live	Family, relationships and festivals	School	Work	Technology	Free time			
	Mandarin Free time	Food and drink	My school	Where I live	Holidays	Holidays			
MUSIC GCSE	Listening and Appraising <u>Area of study one: Western Classical Music.</u> Students will analyse features of the Concerto and learn about the history of music from 1700-1820. There will be a focus on set works: <i>Brandenburg Concerto No. 5</i> by Bach and <i>Pathetique Sonata</i> by Beethoven Composing Students will learn how to write a melody and be introduced to other compositional techniques. Performing Students will prepare a solo to perform to the class.		Listening and Appraising <u>Area of study two: Vocal Music</u> Students will listen and analyse vocal pieces and focus on the 2 set works, <i>Music for a While</i> by Purcell and <i>Killer Queen</i> by Queen Composing Students will use the techniques from term one to develop a 'free composition' of their choice. Performing The class will develop ensemble pieces in preparation for a performance.		Listening and Appraising <u>Area of study three: Music for Stage and Screen & Area of Study Four: Fusions.</u> Students will listen and analyse a range of music within the Areas of Study. There will be a focus on the set works: <i>Defying Gravity</i> from <i>Wicked</i> by Schwartz, <i>Star Wars Theme</i> by Williams, <i>Release</i> by <i>Afro Celt Sound System</i> pieces and <i>Samba Em Preludio</i> by Spalding. Composing Students will complete their own choice 'free composition'. Performing Time will be given to develop performance skills either as a solo or ensemble.				
	MUSIC BTEC		MUSIC BTEC		MUSIC BTEC				
PE	Compulsory Unit 1 The Music Industry – Exam Learning aim A: Understand different types of organisations that make up the music industry. Then choose either: Unit 4 Music Composition Learning aims A explore creative stimuli to meet a brief B develop, extend and shape music for performances C present compositions appropriately. Or Unit 6 Recording Music Learning aims A plan a recording session B use recording equipment safely to produce multi-track recordings.	Compulsory Unit 1 The Music Industry – Exam Learning aim A: Understand different types of organisations that make up the music industry. Then continue to develop either: Unit 4 Music Composition Learning aims A explore creative stimuli to meet a brief B develop, extend and shape music for performances C present compositions appropriately. Or Unit 6 Recording Music Learning aims A plan a recording session B use recording equipment safely to produce multi-track recordings.	Compulsory Unit 1 The Music Industry – Exam Learning aim B: Understand job roles in the music industry Then complete either: Unit 4 Music Composition Learning aims A explore creative stimuli to meet a brief B develop, extend and shape music for performances C present compositions appropriately. Or Unit 6 Recording Music Learning aims A plan a recording session B use recording equipment safely to produce multi-track recordings.	Boys – Rugby, Tag Rugby, Basketball, x Country Girls – Basketball, Spinning, Hockey,	Boys – Hockey, Tae Kwondo, Fitness, x Country, Basketball Girls – Basketball, Football, , Table Tennis, Fitness, Spinning	Boys – Tae Kwondo, Hockey, Football, Netball, Badminton, Table Tennis Girls – Football, Table tennis, Badminton Fitness, Netball,	Boys – Tae Kwondo, Fitness Suite, Football, Table tennis, Circuits, Girls – Badminton, Netball, Football, Volleyball, Trampolining, Fitness Suite	Boys – Athletics, Rounders, Tennis Girls – Tennis, Cricket, Athletics,	Cricket/Softball, Tennis, Athletics Girls – Cricket, Rounders, Tennis, Athletics
	GCSE PE Theory content delivered practically and embedded during core PE lessons.								
PHILOSOPHY, ETHICS AND RELIGION	Christianity Beliefs and Practices	Buddhism beliefs	Buddhist Practices	Religion and life, covering animal rights, early life, human rights, euthanasia. Including humanist perspective.	Religion and life, covering animal rights, early life, human rights, euthanasia. Including humanist perspective.	Revision and PPEs			
PHOTOGRAPHY	Introductory Phase: Elements of Picture making. Exploring the basics	Rodchenko case study. Learning to control & use manual exposure	Development Phase: LAYERS project, launched at the Eden project. Learning skills	BIPP photography competition. Layers final pieces into exhibition planning.	Material World Still Life photography unit. Moving onto sheet presentation.	Developing a personal theme for the project. Creating a portfolio of best			

	of focus, framing and composition. What makes a good Photo?	for increased creativity.	with merged images, joiners and hands on image manipulation.		Learning about white balance, exposure & lighting skills refinement. Studio challenges.	shots, a set of mock up experiments, and final piece.
RE	Judaism Beliefs	Judaism Practices	Relationships and religion	Revision and PPEs	GCSE exam	
Year 10 GCSE COMBINED SCIENCE (Please note, classes will cover topics in a different order)	Biology CB1 Key biological concepts CB2 Cells and control CB3 Genetics CB4 Natural selection and Genetic Modification		Chemistry CC1 States of matter CC2 Methods of separating and purifying substances CC3 Atomic structure CC4 The Periodic Table CC5 Ionic binding CC6 Covalent bonding CC7 Types of substances CC8 Acids and Alkalis		Physics CP1 Motion CP2 Forces and Motion CP3 Conservation of Energy CP4 Waves	
TEXTILE DESIGN	Introductory phase 'Sweets & Cakes' Students learn different textiles & decorative techniques exploring surface & design. Learning to effectively use a Textiles journal.	Developing ideas 'Sweets & Cakes' Linking to relevant artists & developing a personal direction through the journal. Utilising skills learnt in the previous term to create more sustained skilled samples.	Artist case study 'Brushes to Stitches' Learning about different artists and fashion styles. Exploring the theme of Food in relation to fashion design & print. Garment construction techniques.	Development Phase 'Brushes to Stitches' Developing ideas for final garment/accessory outcomes influenced by a period in fashion and food based explorations. Utilising techniques in construction and decoration that they developed in the previous term & a half to finalise ideas.	Construction 'Brushes to Stitches' Working on final construction of their garments/accessories leading on from the work of the previous term.	Construction 'Brushes to Stitches' Deadline = End of Summer term ready for an exhibition of work.