

CURRICULUM MAP 2020-21 - TOPICS COVERED EACH HALF TERM
Intent To ensure that students achieve well and are prepared for the next stage.
To ensure good mental and emotional health.

KS4 - YEAR 10

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
ART	Introductory Phase: DISCOVERY A series of skills-based workshops and experiments covering; observational drawing, colour and texture, photography and mixed media. Connections made with artists relevant to each of these skills made throughout the half term. Students choose a route to focus on from people, places, objects or media. Researching and developing their own responses to artists’ styles. Educational visit to the Eden project and response created in their sketchbooks from this.			Development Phase: ‘Identity’ Project Students explore the theme of identity through a series of life drawing sessions linked to the work of artists their use of media and technique. Mini case study focusing in on one artist, carrying out research, analysis and then developing small experiments from their own photographs in their style. Case study sheet – choosing an artist to complete an extensive case study on including in depth analysis, artists study, presentation, photoshoot and personal response. Mind map and explore sub-themes of ‘Identity’ leading into initial designs, development of these through photography and media and a final personal response.		
COMPUTING	Introduction through classroom and course expectations check use of SMHW, Epraise, Teams Unit 1 • System Architecture • Data Representation • Networks		Unit 1 • Networks • Network Security and Systems • Impacts of Digital Technology		Unit 2 • Algorithms • Programming techniques • Producing robust programs • Logic and Languages	
DANCE	Exploring the Performing Arts September Year 10 – February Year 10 Students will develop their understanding of the performing arts by examining professional choreographers’ work and the processes used to create dance performance. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. Whilst broadening their knowledge through observing existing repertoire and by learning about the approaches of choreographers of varying styles, and how they create and influence performance material.			Developing Skills in the Performing Arts February Year 10 – July Year 10 Students will develop their dance performance skills and techniques through the reproduction of a piece of professional repertoire. Students will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the performance work.		
DRAMA	Drama GCSE: Foundations		Drama GCSE: Sample Component 2		Component 1: Devising Drama January Year 10 – May Year 10	Component 3: Performance and Response May Year 10 – July Year 10

	September Year 10 – November Year 10 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: Brecht, Stanislavski, Artaud, The Paper Birds and Frantic Assembly. Students will have touched upon this in Year 9.	November Year 10 – January Year 10 Students will study a play text and will take part in two performances of two extracts from the text. Texts will be selected and personalised to play to individual’s needs and strengths. Students will study the play in full. Students will also research and prepare for their role.	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. Students will cover the following over the examination period, decide on an appropriate stimulus for the group, research the context of the stimulus in depth. Create the first section of their portfolio that considers how they might create performance work. To include a vision statement. Write a rehearsal log. Prepare for a final performance to an examiner.	The students will study and perform sections of Willy Russell’s Blood Brothers in preparation for section A of the examination paper. Student will use practical workshops to help create material for questions on the exam paper next year.		
DT – FIRST GCSE	NEA Continue NON-Exam Assessment- to be completed by February half term. This will consist of designing, modelling, making, testing and evaluating a product. Worth 50% of final GCSE grade.		Examination revision			
DT – Engineering Design	R105 design briefs, specifications and user requirements- Students will complete a series of tasks linked to the design cycle and wider influence on the design of products. R106 Product analysis and research They will complete 1 focused practical task working with metals and learn about production methods		R107 Developing and presenting engineering designs Students will learn rendering techniques and ways to present design proposals including the use of CAD applications			
DT	GCSE Design and Technology (AQA) – Students will complete a series of tasks covering all Core Principles, Technical Specialist Principles (In Paper & Boards, Timbers and Polymers), Designing and making principles and focused practical tasks developed to help students to improve accuracy and skills across different material categories.		NEA: In June, students will begin their NEA research based on a theme set by the examination board. The NEA task will continue into Year 11 as this is worth 50% of the overall mark.			
ENGLISH	Poetry – first half of anthology poetry unit	Lord of the Flies (top set on each side of the tt only) or An Inspector Calls	Language Paper 1 and Paper 2	Poetry	Revision for creative and PAFF writing Romeo and Juliet	Romeo and Juliet
FOOD FIRST GCSE	Why do we cook food? Heat Transfer Methods Protein Alternative Proteins Protein Science	Fats Fats in biscuits Sci Inv Fats Science Fats knowledge Long mark exam Questions	Carbohydrates Sugar Fibre Carb Science Bread Sci Inv Bread making Rice	Health Conditions Vitamins and Minerals Water	Food Provenance Sustainability Environmental impact Seasonal Foods GM foods Food Waste	Processing of food Technological Developments Additives Labelling and packaging Food safety Food Spoilage

	Exam Question Intro		Pasta			
GEOGRAPHY	Urban Issues and Challenges (Urban change in the UK first)		The Living World	The Challenge of Natural Hazards	The Physical Landscapes of the UK – Coasts	
HISTORY	The People's Health	The People's Health	The Elizabethans	The Elizabethans	Finish The Elizabethans/REVISION for PPE.	History around us
IT	Induction to course, classroom and course expectations. Check use of Epraise, SMHW, Teams LO2: Initiate and plan a solution to meet an identified need - Analysing - Mitigate risks - Planning - Iterative testing LO5: Import and manipulate data to develop a solution to meet an identified need - Create, edit, delete and process data - Spreadsheets - Databases LO7: Select and present information in the development of a solution to meet an identified need - Presentation - Mail merge - Embedding data - HTML - CSS3 LO8: Iteratively review and evaluate the development of the solution - Phase review - Client review - Evaluation		R013: Controlled Assessment.		Complete R013: Controlled Assessment. Begin work on R012 (Theory) LO1: Tools and techniques used to initiate and plan solutions - The project life cycle - Inputs and outputs - Project considerations - Planning tools - Software types	
MATHS – Higher	UNIT 1 Identify congruent & similar shapes.	UNIT 5 Simplify & calculate with surds.	UNIT 8 Review: Construct & interpret histograms, cumulative	UNIT 11 Calculate relative frequency. Calculate theoretical probabilities of one or	UNIT 14 Review ratio. Solve problems involving direct & inverse proportion. Construct & use equations	UNIT 16 Solve linear & quadratic inequalities algebraically & graphically and display the solution on a number line.

	Transform shapes & describe given transformations. UNIT 2 Evaluate indices (incl. negative & fractional powers). Know & use the laws of indices. UNIT 3 Know the properties of special triangles & quadrilaterals. Find missing angles in triangles, quadrilaterals and other polygons. UNIT 4 Recognise congruent & similar shapes. Know & use the criteria for congruent triangles. Find missing lengths, areas & volumes in similar shapes.	Recognise geometric progressions involving surds. UNIT 6 Know & use Pythagoras' theorem. Know & use trigonometric ratios in right-angled triangles in 2D & 3D shapes. Know the exact trig values. UNIT 7 Review: Identify the equation of parallel & perpendicular straight-line graphs. Find the equation of a straight line, given the line, or two points it passes through. Solve linear equations. Substitute into formulae. Rearrange formulae.	frequency graphs & box plots. Plot & interpret scatter graphs & use them to make predictions. UNIT 9 Plot & interpret non-linear graphs. Expand 2 and 3 brackets. Factorise quadratic expressions. Solve quadratic equations by factorising, completing the square or using the quadratic formula. Sketch quadratic curves. UNIT 10 Constructions & loci	more events using two-way tables, frequency trees, Venn diagrams & tree diagrams, including conditional probability. UNIT 12 Solve linear & quadratic simultaneous equations using algebraic methods & graphs. UNIT 13 Draw & interpret distance-time & velocity-time graphs. Calculate gradient & interpret it as a rate of change. Calculate the area under a curve.	that describe direct & inverse proportion & recognise the associated graphs. UNIT 15 Apply & use the circle theorems.	UNIT 17 Add, subtract and multiply column vectors. Solve geometric vector problems. UNIT 18 Review: coordinates, transformations, similarity & congruence, surface area & volume, arcs & sectors, density & pressure
MATHS - Foundation	UNIT 1 Calculate measures of average & spread and use them to compare distributions. UNIT 2 Plot straight line graphs & find their equation, incl. parallel & perpendicular lines.	UNIT 4 Know the properties of special triangles & quadrilaterals. Find missing angles in triangles, quadrilaterals and other polygons. UNIT 5 Know & use Pythagoras Theorem. UNIT 6	UNIT 7 Know & identify the key vocabulary associated with parts of a circle. Calculate and solving problems involving the circumference & area of a circle (incl. quarter circles, semi-circles, and composite shapes)	UNIT 10 Draw & interpret 2D representations of 3D shapes. UNIT 11 Review previous work on probability. Calculate relative frequency. Calculate probability from two-way tables, frequency trees, Venn	UNIT 12 Recognise congruent & similar shapes. Know & use the criteria for congruent triangles. Find missing lengths in similar shapes. UNIT 13 Know & use trigonometric ratios in right-angled triangles. Know the exact trig values.	UNIT 16 Solve linear inequalities and represent them on a number line. UNIT 17 Recognise & plot non-linear graphs.

	Plot & interpret non-linear & real-life graphs. Review speed, pressure & density. UNIT 3 Identify congruent & similar shapes. Transform shapes & describe given transformations.	Name & identify the properties of 3D shapes. Review perimeter & area of 2D shapes. Calculate the surface area of 3D shapes.	Calculate arc lengths, sector areas and angles in a sector. UNIT 8 Constructions & loci. UNIT 9 Recognise square & cube numbers. Calculate powers & roots of numbers.	diagrams & tree diagrams.	UNIT 14 Solve linear equations algebraically & using graphs. UNIT 15 Simplify algebraic expressions. Expand double brackets. Factorise expressions including quadratics. Understand the difference between an equation, formula, identity & inequality. Rearrange formulae. Prove identities. Calculate inputs & outputs of function machines.	
MFL 2 hours a week per language studied	During the year, all students should be filling in answers to possible questions in their speaking booklets.				All Languages: Revision for end of year exams, including speaking exams in June	
French	Qui Suis-je?	Le temps des loisirs	Jours ordinaires, jours de fête	De la ville à l campagne		Le grande large.....
German	Auf in die Schule	Zeit für Freizeit	Menschliche Beziehungen	Willkommen bei mir		Ich Liebe Wien
Mandarin	My Life	School	Leisure	Media		Where I Live
Spanish	Desconectate	Mi vida en el insti	Mi gente	Interesas y influencias		Cuidades
MUSIC – BTEC	BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then choose either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice		BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then continue to develop either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice		BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then complete either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice	

	B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.		B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.		B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.	
MUSIC - GCSE	Listening and Appraising There will be a more detailed analysis of the set works from each Area of Study. Students will improve on their essay writing skills. Composing The 2 nd compositional brief will be released on the 1 st of September. The briefs will relate to each of the areas of study. Each brief will relate to a specific audience and/or occasion. Students must compose to their chosen brief based on one of the areas of study. Performing Students will perform a solo to submit to the exam board.		Listening and Appraising Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam. Composing Students will complete their composition based on a set compositional brief Performing Students will record an ensemble piece to submit to the exam board in preparation for a performance		Listening and Appraising Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam.	
PE	Cricket, Softball, Tennis, Athletics, Rounders	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Cricket, Softball, Tennis, Athletics, Rounders
	Enrichment – Friday Badminton Cricket Rounders Hockey Tennis					

PE GCSE	Training Methods (Principles of Training/Components of fitness) PEP	Training Methods (Principles of Training/Components of fitness) Body Systems (Muscular/Skeletal/CV/Respiratory/Energy) PEP/Table Tennis/Hockey/Handball	Body Systems (Muscular/Skeletal/CV/Respiratory/Energy) PEP/Table Tennis/Hockey/Handball	Body Systems (Muscular/Skeletal/CV/Respiratory/Energy) PEP/Table Tennis/Hockey/Handball	Body Systems (Muscular/Skeletal/CV/Respiratory/Energy) Athletics	Body Systems (Muscular/Skeletal/CV/Respiratory/Energy) Athletics
PE BTEC	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1) Unit 2 Practical Sport 25% (Option 2 sports)
PSHE	Taunton Homeless association Death & Taxes (Payslips) Disrespect nobody – Ashleigh Self – Esteem		E-safety / Online exploitation Gender – It doesn't matter. R17. to understand the pernicious influence of gender double standards and victim-blaming			
Health Day						Epi-pen De-fib CPR Self-defence Maintaining and monitoring Health
Specialist Team		Consent		Pornography		Love Island (Relationships) Healthy Relationships

PHOTOGRAPHY	Introductory Phase: Elements of Picture making. Exploring the basics of focus, framing and composition. What makes a good Photo? Learning presentation for GCSE to provide evidence of learning. The built Environment shooting.	Alexander Rodchenko case study and interpretation. Learning to manipulate images in Photoshop and to use graphic devices in the style of Rodchenko. Manipulating exposure; Shooting in Manual Exposure Mode. .	LAYERS project. Exploring theme photographers – Merged images e.g.: Christoffer Rellander / Antonio Mora. Developing Photoshop skills. Eden project shooting day. Exploring mixed media approaches to layering with reference to experimental photographers e.g.: Abigail Reynolds / Alma Hasser.	Creating a Layers inspired Personal response final piece for exhibition – building in the shooting ideas and skills already covered. Layers Exhibition	The Material World Still Life photography unit - Technical skills presentation. Learning about exposure compensation / Lighting / set picture controls refinement. Studio challenges. Structured analysis of still-life photography examples. Selecting and presenting to demonstrate learning - sheet format.	Developing a personal Still Life theme. Independent and structured school shooting. A study of a self-chosen relevant photographer. Extended structured analysis. “Equivalents” shooting Creating a portfolio final piece.
RE SHORT COURSE	Judaism- Start with Relationships assessment then move onto Judaism.	Complete Judaism - Question practice and revision, Revision	Question practice and revision, Revision	GCSE revision	Post GCSE Discussion lessons	Post GCSE Discussion lessons PSHE
RE PHILOSOPHY & ETHICS	Start with GCSE relationships exam. Then introduction to GCSE RE Existence of God and problems with that	Christian Practices Christian practices and worship. Looking at traditions, different worship styles, key calendar moments.	Life Religion and life, origins of the universe, evolution v genesis, animal rights, use of animals in experimentations, vegetarianism.	Buddhist Beliefs Buddha’s story, Buddhist community, Buddhist teachings, after life, Kamma, Bodhisattvas, AR hats	Question practice and PPE	Buddhist Practices
SCIENCE (Please note, classes may cover topics in a different order)	Biology Key concepts in Biology (Paper 1 & 2) Cells and control (Paper 1) Genetics (Paper 1) Natural selection (Paper 1)		Chemistry 1 States of matter (Paper 3) Separation techniques (Paper 3) Atomic structure (Paper 3 & 4) The periodic table (Paper 3 & 4) Bonding (Paper 3 & 4)		Physics 1 Motion (Paper 5) Forces and Motions (Paper 5) Conservation of Energy (Paper 5) Waves (Paper 5) Light and the EM spectrum (Paper 5)	

	Additional topics for separate students only: Food tests The brain The eye Sexual and Asexual reproduction Protein synthesis Mendel/Alleles Virus life cycles Plants diseases and defences Monoclonal antibodies	Acids and Alkalis (Paper 3) Calculations involving Masses (Paper 3 & 4) Additional topics for separate students only: Yields Atom economy Concentrations Titrations Molar volume of gases Chemical cells and fuel cells		Radioactivity (Paper 5) Additional topics for separate students only: Ears and hearing Infrasound Ultrasound Ray diagrams Lenses Nuclear energy Nuclear fission Nuclear fusion
TEXTILES	Introductory guided phase ‘Sweets & Cakes’ Students learn a range of textiles techniques covering hand and machine sewing, applique, dyeing and printing skills. Students understand how to present work in their books and develop their own style in presentation.	Developing ideas/research phase ‘Sweets & Cakes’ Researching and analysis relevant artists linking to the theme. Developing a personal response to them utilising skills learnt in the previous term. Final outcome ‘Sweets and Cakes’ Using the skills from the first term to design and create a final outcome based on the theme of ‘Sweets and Cakes’.	‘Brushes to Stitches’ Exploring the history of fashion. Learning and developing construction techniques. Students study the work of a selection of artists. The completed work in their style further developing skills learnt in the first term. Students focus in on one artist and complete a case study of their work including a written analysis and textiles study.	Construction ‘Brushes to Stitches’ Students work on developing ideas for a final garment/accessory outcome influenced by their artist case study and exploration. Utilising techniques in construction and decoration that they developed in the previous term and a half to finalise ideas. Working on final construction of their garments/accessories leading on from the work of the previous term.