

# YEAR 10 CURRICULUM PLANS 2024 - 2025



St Bede's  
Catholic School  
& Sixth Form College



## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE Art		
Term 1	Term 2	Term 3
<p><b>Project 1 – Skills project</b>                      Select one area of study from the themes provided. For student choices they will follow the task list producing drawings/paintings, which respond to the theme. For this task students can make use of first- or second-hand sources or draw directly from observation.                      Student work should be made up of the following:</p> <ol style="list-style-type: none"> <li>1. Front cover</li> <li>2. Tonal pencil drawing</li> <li>3. Colour pencil drawing</li> <li>4. Pen drawing</li> <li>5. Oil pastel drawing</li> <li>6. Colour theory page</li> <li>7. Acrylic painting</li> <li>8. Watercolour painting</li> <li>9. Mixed Media collage</li> <li>10. Artist style</li> <li>11. Artist style</li> </ol> <p>Workshop style lessons where students are introduced to different techniques e.g. drawing techniques, painting techniques, mixed media techniques. In response to chosen question students will use first-hand/second hand photos and research the artists or cultures mentioned in the question. From this they will do a series of small studies and responses in varied media and learn how to present their work. <b>Skills:</b> The focus of this project is working with varied materials suited to question chosen. <b>Presentation:</b> All of the work presented in an A4 folder. It is important to consider the overall presentation of their preparation work to reflect the style of the chosen theme. Students will use a task sheet to help with specific tasks.  <b>Themes:</b> cupcakes, sweet treats, sports equipment, musical instruments, flowers, feathers and shells.</p>	<p><b>Project 2 – Extended project</b>                      In response to a chosen theme, students develop a sketchbook of work and will produce an outcome to develop their skills and understanding of working in a selected choice of media &amp; techniques. Students will concentrate on one extended project throughout the rest of Year 10.</p> <p><b>Project Theme: Exam style questions</b></p> <p>Tasks-Drawing, painting mixed media tasks, artist responses, combining artists, developing ideas through different compositions, and final designs/idea.                      In response to their chosen question students collect first-hand photos and research the artists or cultures mentioned in the question. From this they will need to do a series of small studies and responses in varied media leading to range of design ideas for their final pieces. Focus- formal elements.  <b>Skills:</b> The focus of this project is working with varied materials suited to question chosen.  <b>Presentation:</b> All of the research, preparation, first-hand photographs, and design ideas will be presented in an A4 sketchbook. It is important that students consider the overall presentation of their preparation work to reflect the style of your chosen theme.                      Students will use a task sheet to help with specific tasks.</p> <p><b>Themes:</b> Portrait, Integrate, Places and Spaces, Curved and Straight, Fragments, Image and Word and Celebration.</p>	<p><b>Project 2 – Extended project</b></p> <p><b>Students will learn the following:</b></p> <ol style="list-style-type: none"> <li>1. Understand the processes of working with <b>specific materials</b>.</li> <li>2. <b>Record</b> what has been seen from observation.</li> <li>3. Ability to draw/sculpt (if appropriate to project) <b>accurately &amp; imaginatively</b>.</li> <li>4. Gain <b>knowledge</b> and appreciation of other artist's/designers/craftspeople work.</li> <li>5. Apply <b>knowledge</b> of other artist's/designers/craftspeople work to student's own work.</li> <li>6. Ability to <b>research, resource, investigate, experiment, document &amp; realise ideas &amp; intentions</b>.</li> <li>7. <b>Analyse &amp; evaluate</b> sources &amp; own work through <b>annotation</b>.</li> <li>8. <b>Make connections</b> between own work &amp; the work of others</li> </ol> <p>Fulfil the assessment criteria <b>AO1, AO2, AO3, AO4</b>.</p> <p><b>ANNOTATION</b>                      Students must thoroughly Annotate each sketchbook page to explain their opinions &amp; feelings about; the images &amp; objects that they are drawing, the materials that you are experimenting with &amp; the artist's work that they are looking at. Comment on what interests them in the objects &amp; images that they have chosen to draw, explain what their intentions are for each technique, did it work out as planned? Describe their personal views &amp; thoughts about the artists that they are looking at.</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE Business		
Term 1	Term 2	Term 3
<p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p>In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.</p> <p><b>Topic 1.1: Enterprise and entrepreneurship</b> Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of Entrepreneurship.</p> <ul style="list-style-type: none"> <li>• The dynamic nature of business</li> <li>• Risk and reward</li> <li>• The role of business enterprise</li> </ul> <p><b>Topic 1.2 Spotting a business opportunity</b> Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <ul style="list-style-type: none"> <li>• Customer needs</li> <li>• Market research</li> <li>• Market segmentation</li> <li>• The competitive environment</li> </ul>	<p><b>Topic 1.3 Putting a business idea into practice</b> This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.</p> <ul style="list-style-type: none"> <li>• Business aims and objectives</li> <li>• Business revenues, costs and profits</li> <li>• Cash and cash-flow</li> <li>• Sources of business finance</li> </ul> <p><b>Topic 1.4 Making the business effective</b> Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.</p> <ul style="list-style-type: none"> <li>• The options for start-up and small businesses</li> <li>• Business location</li> <li>• The marketing mix</li> <li>• Business plans</li> </ul>	<p><b>Topic 1.5 Understanding external influences on business</b> Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p> <ul style="list-style-type: none"> <li>• Business stakeholders</li> <li>• Technology and business</li> <li>• Legislation and business</li> <li>• The economy and business</li> <li>• External influences</li> </ul>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE Computer Science		
Term 1	Term 2	Term 3
<p><b><u>Python Programming</u></b></p> <p><b>Programming fundamentals</b></p> <ul style="list-style-type: none"> <li>• Programming fundamentals                             <ul style="list-style-type: none"> <li>○ If Statements</li> <li>○ While and FOR Loops</li> <li>○ Functions and Procedures</li> <li>○ Lists</li> <li>○ 2D Arrays</li> <li>○ String Manipulation</li> <li>○ Coding Challenges</li> </ul> </li> <li>• Data types</li> </ul> <p><b>System Architecture</b></p> <ul style="list-style-type: none"> <li>• Von Neumann Architecture</li> <li>• CPU</li> <li>• Fetch Decode and Execute Cycle</li> </ul>	<p><b>Memory and storage</b></p> <ul style="list-style-type: none"> <li>• Units</li> <li>• Data storage</li> <li>• Compression</li> </ul> <p><b>Network security</b></p> <ul style="list-style-type: none"> <li>• Threats to computer systems and networks</li> <li>• Identifying and preventing vulnerabilities</li> </ul> <p><b>Programming fundamentals</b></p> <ul style="list-style-type: none"> <li>• Programming fundamentals</li> <li>• Data types</li> </ul>	<p><b>Computers networks, connections and protocols</b></p> <ul style="list-style-type: none"> <li>• Networks and topologies</li> <li>• Wired and wireless networks, protocols and layers</li> </ul> <p><b>Systems software</b></p> <ul style="list-style-type: none"> <li>• Operating systems</li> <li>• Utility software</li> </ul> <p><b>Ethical, legal, cultural and environmental impacts of digital technology</b></p> <ul style="list-style-type: none"> <li>• Ethical, legal, cultural and environmental impact</li> </ul>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Construction		
Term 1	Term 2	Term 3
<p>Introduction to the built environment This unit introduces students to the construction sector and the type of professional and trade roles and activity that are undertaken. The students will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.</p> <p><b>The sector:</b></p> <ul style="list-style-type: none"> <li>• buildings and structures</li> <li>• infrastructure and civil engineering products</li> <li>• building services engineering</li> <li>• professional and managerial roles and responsibilities associated with the built environment sector.</li> </ul> <p><b>The built environment life cycle:</b></p> <ul style="list-style-type: none"> <li>• raw material extraction</li> <li>• manufacturing</li> <li>• construction</li> <li>• operation and maintenance</li> <li>• demolition</li> <li>• disposal, reuse or recycling</li> </ul>	<p><b>Types of building and structure:</b></p> <ul style="list-style-type: none"> <li>• different forms of infrastructure construction</li> <li>• low-rise:                             <ul style="list-style-type: none"> <li>• residential dwellings</li> <li>• commercial buildings</li> <li>• industrial buildings</li> <li>• agricultural buildings</li> <li>• community buildings</li> <li>• religious buildings</li> <li>• recreational buildings.</li> </ul> </li> </ul> <p><b>Technologies and materials:</b></p> <ul style="list-style-type: none"> <li>• main elements and components of low-rise buildings</li> <li>• main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors</li> <li>• renewable technologies and materials, including heat pumps, wind turbines and solar panels</li> </ul>	<p><b>Building structures and forms:</b></p> <ul style="list-style-type: none"> <li>• cellular constructions</li> <li>• rectangular frame constructions</li> <li>• portal frame constructions</li> <li>• heritage and traditional methods.</li> </ul> <p><b>Sustainable construction methods:</b></p> <ul style="list-style-type: none"> <li>• the environmental, financial, cultural and social benefits of sustainable construction methods</li> <li>• pollution and the preservation of the natural environment and natural habitats</li> <li>• sustainable materials used to create building frames, walls, roofs</li> <li>• waste disposal, re-use and recycling</li> <li>• planning permission, brownfield sites and greenfield sites</li> </ul>

# YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE Dance		
Term 1	Term 2	Term 3
<p>Organisation/Safe working practices Mental skills and attributes (during performance) &amp; Mental skills and attributes (process) Introduction to a motif through practical dance. Technique class.</p> <p><b>Practical – Set Phrase ‘Breathe’</b> Introduction of practical skills</p> <ul style="list-style-type: none"> <li>• Posture, Alignment, Balance</li> </ul> <p>Introduction of practical skills</p> <ul style="list-style-type: none"> <li>• Coordination, Control, Flexibility</li> </ul> <p>Introduction to A Linha Curva What is it/background What does A Linha Curva mean The intention behind the choreography</p> <p><b>Practical – Set Phrase ‘Breathe’</b> Introduction of practical skills</p> <ul style="list-style-type: none"> <li>• Mobility, Strength, Stamina</li> </ul> <p>Introduction of practical skills</p> <ul style="list-style-type: none"> <li>• Extension, Isolation</li> </ul> <p><b>Practical – working from a motif</b> Looking at a motif and recapping practical skills (introduction to group performance/choreography)</p> <p><b>Practical – group performance/choreography</b> Introduction of technical skills</p> <ul style="list-style-type: none"> <li>• Action content (introduction)</li> <li>• Timing content</li> <li>• Dynamic content</li> <li>• Movement in a stylistically accurate way</li> </ul> <p>Structure of A Linha Curva Aural setting</p> <p><b>Practical – group performance/choreography</b> Introduction of technical skills</p> <ul style="list-style-type: none"> <li>• Spatial content, Rhythmic content, Relationship content</li> </ul> <p><b>Theory</b> Costumes from A Linha Curva Lighting Staging/set Introduction to Shadows What is it/background The intention behind the choreography/choreographic approach</p> <p><b>Practical – working from a motif</b> Introduction of expressive skills</p> <ul style="list-style-type: none"> <li>• Projection, Focus, Spatial awareness, Facial expression, Phrasing, Musicality, Sensitivity to other dancers</li> </ul>	<p>Introduction to Artificial Things What is it/background The intention behind the choreography/choreographic approach</p> <p>Structure of Artificial Things Aural setting</p> <p>Costumes from Artificial Things Lighting</p> <p><b>Practical – Duo/trio performance</b></p> <p>Introduction to Infra What is it/background The intention behind the choreography/choreographic approach</p> <p>Structure of Infra Aural setting</p>	<p>Introduction to Within Her Eyes What is it/background The intention behind the choreography/choreographic approach</p> <p><b>Practical – Working from a motif</b> <b>Practical – Introduction to Choreography –</b> Action content</p> <p><b>Practical – Introduction to Choreography –</b> Dynamic content</p> <p>Structure of Within Her Eyes Aural setting</p> <p><b>Theory</b> Costumes from Within Her Eyes Lighting</p> <p><b>Theory</b> Introduction to Emancipation of Expressionism What is it/background The intention behind the choreography/choreographic approach</p> <p><b>Practical – Introduction to Choreography –</b> Spatial content</p> <p><b>Practical – Introduction to Choreography –</b> Relationship content</p> <p>Structure of Emancipation of Expressionism Aural setting Choreographic processes Structuring devices and form Costumes from Emancipation of Expressionism Lighting</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE Design and Technology (Materials and Textiles)		
Term 1	Term 2	Term 3
<p><b>Materials Practical Project</b> Mechanical devices-based project focusing on forms of movement and mechanical drive (crank, cams etc). Students will use a mixture of hand tools and machines to manufacture a product. Finishes will be explored focusing on painting. CAD CAM used to create embellishment on the laser cutter.</p> <p><b>Textiles Practical Project-</b> Project – small garment.</p> <ul style="list-style-type: none"> <li>• Deforming and reforming - Darts and tucks</li> <li>• Addition – Plain, French and piped seam</li> </ul>	<p><b>Materials Practical Project-</b> Lamination process project with focus on measuring marking a drilling. Introduction of fences and production aids, in unison with more complex hand tools.</p> <p><b>Textiles Practical Project</b></p> <ul style="list-style-type: none"> <li>• Commercial Printing</li> <li>• Screen Printing,</li> <li>• Roller Printing,</li> <li>• Sublimation printing,</li> <li>• Digital printing</li> <li>• Colour Fastness and Mordants</li> </ul>	<p><b>Materials Practical project-</b> Mock NEA Paper and board project focusing on the unison of drawing/designing with making and prototyping. Introduction of paper and board tools and process such as craft knives, hot glue and laser rapid prototyping.</p> <p><b>Textiles Practical Project</b> Mini NEA (contextual Challenge – Sections A, B and C).</p>
<p><b>Theory topics</b> New and emerging technologies Design Strategies Communication of design ideas Energy generation and storage Mechanical devices Developments in new materials Materials and their working properties Communication of ideas Ecological and social footprint Forces and stresses Specialist techniques and processes Prototype Development Selection of material and components</p>	<p><b>Theory topics</b> Sources and origins Stock forms types and sizes Communication of ideas Scales of production Investigation, primary and secondary data Communication of ideas Specialist techniques and processes Material management Tolerances/quality control Surface treatments and finishes Forces and stresses Selection of materials or components The work of others Investigation, primary and secondary data Environmental, social and economic footprint and challenge.</p>	<p><b>Theory topics</b> Investigation, primary and secondary data Design strategies Communication of design ideas Prototype development Selection of materials and components Tolerances Material management Specialist tools and equipment Specialist techniques and processes Using and working with materials</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

<b>Year 10 CNAT Creative iMedia</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>R094 – Visual Identity and Digital Graphics</b></p> <p>In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.</p> <ul style="list-style-type: none"> <li>Digital Graphics skill building</li> <li>Sample NEA – Midnight Games</li> </ul>	<p><b>R094 – Visual Identity and Digital Graphics</b></p> <ul style="list-style-type: none"> <li>Live NEA Assessment (Working on and submit for moderation)</li> </ul> <p>Students will have 12-14 hours to complete the set R094 Visual Identity and Digital Graphics NEA.</p> <p>This unit will be the first NEA that the students will complete before completing the next unit in year 11.</p> <p>The students can be graded from:</p> <ul style="list-style-type: none"> <li>Distinction* @ Level 2</li> <li>Distinction @ Level 2</li> <li>Merit @ Level 2</li> <li>Pass @ Level 2</li> <li>Distinction @ Level 1</li> <li>Merit @ Level 1</li> <li>Pass @ Level 1</li> </ul>	<p><b>R097 – Interactive Digital Media</b></p> <p>In this unit you will learn to design and create interactive digital media products for chosen platforms.</p> <p>You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.</p> <p>Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.</p> <ul style="list-style-type: none"> <li>R097 Skill Building</li> </ul>



## YEAR 10 CURRICULUM PLANS 2024 - 2025

<b>Year 10 English</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>Students will study the whole of 'Romeo and Juliet'. They will learn about the context of the play as well as its themes, characters, and interpretations in preparation for their Literature exam.</p> <p>Students will study the whole of 'A Christmas Carol'. They will learn about the context of the novel as well as its themes, characters, and interpretations in preparation for their Literature exam.</p> <p>They will also have the opportunity to practise and develop further their skills of critical analysis, both orally and in written work.</p>	<p>Students will continue to study 'A Christmas Carol'. They will also be introduced to their Language GCSE Paper 1: Explorations in Creative Reading and Writing. They will explore and analyse a range of fiction texts in order to develop their ability to approach the exam with confidence, and to inform their own creative writing.</p> <p>Students will have the opportunity to practise and develop their creative writing skills.</p>	<p>Students will study the whole of 'An Inspector Calls'. They will learn about the context of the play as well as its themes, characters, and interpretations in preparation for their Literature exam.</p> <p>Students will have the opportunity to practise adapting their writing for different purposes and audiences.</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 BTEC Enterprise		
Term 1	Term 2	Term 3
<p><b>Component 1 – Exploring Enterprises</b> Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.</p> <p><b>LAA</b> A1 Size and Features of SME's A2 Markets, sectors, models and industries in which enterprises operate A3 Aims and activities of enterprises A4 Skills and characteristics of entrepreneurs</p> <p><b>LAB</b> B1 Market research methods B2 Understanding customer needs B3 Understanding competitor behaviour B4 Suitability of market research methods</p>	<p><b>Component 1 continued...</b></p> <p><b>LAC</b> C1 PEST (Political, Economic, Social, Technological) analysis C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <p><b>Submission of Component 1 May 2025.</b></p>	<p><b>Component 3 Marketing and Finance for Enterprise</b> In this component students will consider how small and medium-sized enterprises (SMEs) use marketing and finance. Students will look at the different elements of the marketing mix to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. Students will analyse financial information in context, complete and use financial documents and financial statements. Students will consider different payment methods and will investigate profitability and liquidity and its effects on a given enterprise using ratios. Students will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.</p> <p><b>LAA</b> A1 Targeting and segmenting the market A2 4Ps of the marketing mix</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

<b>Year 10 GCSE Food Preparation and Nutrition</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>The main aims of the food preparation and nutrition course is to apply the principles of nutrition and healthy eating whilst instilling a love of cooking in all students. Throughout the course, we encourage independent learning through practical participation.</p> <p><b>Food Safety</b> Students will learn how to store, prepare and cook food in a safe and hygienic way. They will explore the hazards and risks in the food environment putting these into practice in every lesson.</p> <p><b>Nutrients</b> Students will learn how to have a healthy diet that includes all of the nutrients. They will develop knowledge about macronutrients and micronutrients, knowing which foods supply them and how they can impact health.</p> <p><b>Cooking Methods</b> Students will learn about the different cooking methods that can be used for different ingredients and products. They will learn how heat is transferred to the food to cook it. Students will be developing a range of high level skills and techniques in the practical sessions.</p>	<p><b>Food Choice</b> Students will learn about food choices linked to a range of topics linked to religion, culture, ethical and moral beliefs and medical conditions.</p> <p><b>Food Labelling</b> Students will look at the food industry packaging labels and marketing. They will learn the importance of these labels for individuals who have special considerations.</p> <p><b>British and International Cuisine</b> Students will learn about traditional ingredients and dishes from a range of different countries.</p> <p><b>Food and the Environment</b> Students will look at the current issues with food and the environment. They will learn about global warning and how the food industry impacts climate change.</p> <p><b>Food Provenance</b> Students will learn about where and how ingredients are grown, reared, caught and gathered. They will learn about farming methods exploring the advantages and disadvantages of these methods.</p>	<p><b>Food processing</b> Students will learn how food is processed. They will explore the primary and secondary processing methods.</p> <p><b>Food Science</b> Students will learn about the chemical and functional properties of the macronutrients. They will understand what will make a successful product.</p> <p><b>Diet through the life stages</b> Students will learn about how diet changes through the life stages. They will learn which of the nutrients are particularly important to prevent poor health or common problems at that stage.</p> <p><b>Diet related illness</b> Students will learn about a range of health problems associated with diet. Students will explore the possible problems and look at methods of prevention. Students continue to develop high level skills and techniques whilst making a range of products.</p>
<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</li> <li>• How cooking methods can impact on nutritional value – identify a range of different cooking methods and understand the impact of nutritional value.</li> </ul>		

# YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Geography		
Term 1	Term 2	Term 3
<p><b><u>TOPIC - NATURAL HAZARDS</u></b></p> <ul style="list-style-type: none"> <li>describe the global atmospheric circulation model and how it affects weather around the world.</li> <li>describe the distribution and causes of tropical storms.</li> <li>using a named example describe and explain the primary and secondary impacts of tropical storms.</li> <li>assess and evaluate methods of responses to tropical storms</li> <li>explain how tropical storms might be affected by global warming.</li> <li>explain how monitoring, planning and prediction of tropical storms can reduce their effects.</li> <li>explain the cause of an extreme weather event using an example.</li> <li>describe and expel the social, economic and environmental using an example.</li> <li>identify evidence of the weather becoming more extreme using an example.</li> <li>explain how extreme events can be managed to reduce the impacts.</li> <li>assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, health and transport.</li> </ul> <p><b><u>CLIMATE CHANGE</u></b></p> <ul style="list-style-type: none"> <li>explain the evidence both for and against climate change.</li> <li>explain both the natural and human causes of climate change.</li> <li>assess and evaluate the economic, social, environmental and political impacts of climate change both on the world and the UK.</li> <li>describe and evaluate the mitigation and adaption strategies used to reduce the impact of global climate change on a local, national and international level.</li> </ul>	<p><b><u>TOPIC - CHANGING URBAN ENVIRONMENTS</u></b></p> <ul style="list-style-type: none"> <li>Explain how urbanisation has happened at different rates and at different times in different parts of the world making reference to LICs and HICs.</li> <li>Explain some of the causes of urbanisation in different parts of the world making reference to LICs and HICs.</li> </ul> <p><b><u>Case Study of a city in a High-Income Country – Newcastle upon Tyne</u></b></p> <ul style="list-style-type: none"> <li>Explain why Newcastle is important nationally and internationally.</li> <li>Explain why and how Newcastle has grown.</li> <li>Explain the impact of national and international migration on its growth and character</li> <li>Explain, analyse and evaluate the opportunities in Newcastle including: Cultural mix, Recreation, Entertainment, Employment, Integrated transport systems, Urban greening</li> <li>Explain, analyse and evaluate the challenges in Newcastle including: Inequalities in housing, education and employment, Urban deprivation, Dereliction of buildings, Building on brown and greenfield sites, Water disposal, Urban sprawl on the rural – urban fringe and of commuter towns (Great Park)</li> <li>Explain, analyse and evaluate how Newcastle has undergone regeneration.[Tyne and Wear Development Corporation - Quayside]</li> </ul> <p><b><u>Urban sustainability</u></b></p> <ul style="list-style-type: none"> <li>Describe how people can live more sustainably.</li> <li>Explain how sustainable urban living can conserve water and energy, recycle waster and create more green space. [BedZed]</li> <li>Explain how urban transport strategies are used to reduce traffic congestion.</li> </ul> <p><b><u>Case study of the LIC or NEE – Rio de Janeiro</u></b></p> <ul style="list-style-type: none"> <li>Explain why it is important nationally and internationally</li> <li>Explain why and how it has grown</li> <li>Explain, analyse and evaluate the opportunities</li> <li>Explain, analyse and evaluate the challenges</li> <li>Explain and evaluate how it can plan to improve the quality of lives for the urban poor.</li> </ul>	<p><b><u>TOPIC– PHYSICAL LANDSCAPES OF THE UK</u></b></p> <ul style="list-style-type: none"> <li>describe the location of the major upland and lowland areas</li> <li>describe the location of the major river systems</li> </ul> <p><b><u>COASTAL LANDSCAPES</u></b></p> <ul style="list-style-type: none"> <li>define what the coast is</li> <li>describe and explain the different types of waves</li> <li>name and explain the four processes of erosion</li> <li>explain the reasons why sediment is deposited</li> <li>explain how depositional landforms (beaches, spit and bars) are formed.</li> <li>describe and explain methods of hard and soft engineering using an example.</li> <li>evaluate the cost and benefits of hard and soft engineering using an example.</li> <li>explain why people have different views about the way the coast in managed and the conflicts this may cause using an example.</li> <li>identify on an OS map all of the coastal landforms and use 4 &amp; 6 fig grid references to locate them on a map</li> </ul> <p><b><u>RIVER LANDSCAPES</u></b></p> <ul style="list-style-type: none"> <li>describe how a river’s long profile and cross profile varies</li> <li>explain how erosion changes the cross profile of a river</li> <li>explain the four processes of erosion</li> <li>describe the four processes of transportation in a river</li> <li>explain the reasons why a river deposits its eroded material</li> <li>explain how interlocking spurs, waterfalls &amp; gorges are formed</li> <li>identify on an OS map all of the river landforms and use 4 &amp; 6 fig grid references to locate them on a map.</li> </ul> <p>RIVERS FIELDWORK AND WRITE UP – END OF SUMMER TERM.</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 BTEC Health and Social Care		
Term 1	Term 2	Term 3
<p><b>Component 1 – Human Lifespan development.</b> Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. How individuals cope with and are supported through changes caused by life events.</p> <ul style="list-style-type: none"> <li>• <b>Life stages</b></li> <li>• <b>Physical Factors</b> Inherited conditions Illness and disease Mental Health Disabilities Sensory Impairment</li> <li>• <b>Lifestyle Factors</b> Nutrition Physical Activity Substance Misuse</li> <li>• <b>Emotional Factors</b> Fear/anxiety/worry Grief and bereavement Happiness and contentment Security Attachment</li> </ul>	<p><b>Component 1 – Human Lifespan development</b></p> <ul style="list-style-type: none"> <li>• <b>Social and Cultural Factors</b> Relationships Social Inclusion /exclusion Discrimination and Bullying Religion and Race Gender Roles and expectations Sexual Orientation</li> <li>• <b>Environmental Factors</b> Housing Pollution</li> <li>• <b>Economic Factors</b> Employment Income</li> <li>• <b>Life events</b> Accident /injury Relationship changes Parenthood Moving House Redundancy Imprisonment Retirement</li> </ul> <p><b>Set Assignment completed</b></p>	<p><b>Component 2 – Services and Values in Health and Social Care</b> Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.</p> <ul style="list-style-type: none"> <li>• <b>Health Conditions</b> Arthritis Cardiovascular Diabetes (type 2) Dementia Obesity Respiratory Conditions Additional Needs</li> <li>• <b>Primary, secondary and Tertiary Services.</b></li> <li>• <b>Social Services</b></li> <li>• <b>Barriers to accessing Services</b> Physical Barriers Sensory Barriers Language Barriers Geographical Barriers Financial Barriers</li> </ul>

# YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 History		
Term 1	Term 2	Term 3
<p><b><u>Migration through time c1250-present</u></b></p> <p><b><u>Medieval Migration</u></b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Experiences of migrants</li> <li>• Impact of migration</li> <li>• Case Study: Vikings in York</li> </ul> <p><b><u>Early Modern Migration</u></b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Experiences of migrants</li> <li>• Impact of migration</li> <li>• Case Study: Huguenots in Soho and Spitalfields</li> </ul> <p><b><u>Migration during the Industrial Revolution</u></b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Experiences of migrants</li> <li>• Impact of migration</li> <li>• Case Study: The Irish in Liverpool and Jewish Migrants in the East End</li> </ul> <p><b><u>Migration in Modern Britain</u></b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Experiences of migrants</li> <li>• Impact of migration</li> <li>• Case Study: Leicester’s Asian Community</li> </ul>	<p><b><u>Notting Hill 1948-1970</u></b></p> <ul style="list-style-type: none"> <li>• National and Regional context</li> <li>• Local context of Notting Hill</li> <li>• Influence of Caribbean Culture</li> <li>• Racism and Policing</li> <li>• Black British activism in Notting Hill</li> </ul> <p><b><u>Anglo-Saxon England and the Norman conquest</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• The Succession crisis after the death of Edward the Confessor</li> <li>• Rivals to the throne</li> <li>• The Norman Invasion</li> </ul> <p><b><u>William securing control</u></b></p> <ul style="list-style-type: none"> <li>• Causes and results of Anglo-Saxon rebellions</li> <li>• Impact of the rebellions</li> <li>• Revolt of the Earls</li> </ul>	<p><b><u>Norman England- change and continuity</u></b></p> <ul style="list-style-type: none"> <li>• The Feudal system and changes to the Church</li> <li>• Norman government</li> <li>• Norman culture and aristocracy</li> </ul> <p><b><u>Weimar Republic and Nazi Germany</u></b></p> <p><b><u>Weimar Republic</u></b></p> <ul style="list-style-type: none"> <li>• Impact of WW1</li> <li>• Challenges facing the Weimar Republic</li> <li>• A golden age?</li> </ul> <p><b><u>Rise of the Nazi party</u></b></p> <ul style="list-style-type: none"> <li>• Changes to the DAP</li> <li>• The Munich Putsch- events and effects</li> <li>• Hitler becomes Chancellor</li> </ul>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Hospitality and Catering		
Term 1	Term 2	Term 3
<p><b><u>Theory</u></b>  <b>Health and Safety in hospitality and catering provision</b> – being aware of the responsibilities for personal safety in the workplace of employers and employees.                      Food safety – understanding the principles of hazard analysis and critical control points.                      Food related causes of ill health – understanding the difference between allergies and intolerances and different types of food poisoning.                      The Environmental Health Officer – the roles and responsibilities within this vocation.                      Symptoms and signs of food-induced ill health – visible and non-visible                      Preventative control measures of food-induced ill health – identifying control measures to prevent food-induced ill health.</p>	<p><b><u>Theory</u></b>  <b>Customer requirements in hospitality and catering</b> – Learning how the industry meets the needs of customers and understanding customers rights and equality in the industry.  <b>Factors affecting menu planning</b>- identifying a range of factors, such as equipment available, skills of chefs, time available and environmental issues and decided how they can affect menu planning.  <b>How to plan production</b> – Creating an efficient time plan to cook two dishes.  <b>Presentation techniques</b> – Understanding the importance of using the correct techniques to present dishes such as garnishing, portion control and accompaniments.  <b>Food safety practices</b> – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.  <b>Hospitality and catering provision to meet specific requirements</b> – Identifying how to different provisions adapt to satisfy the ever-changing customer climate, including customer needs, expectations and demographics.</p>	<p><b><u>Mock assessment</u></b></p> <p><b><u>Theory</u></b>  <b>The importance of nutrition</b>                      Understand the function of macro and micronutrients and having an awareness of the need for a balanced diet. How cooking methods can impact on nutritional value</p> <p><b>Menu planning</b>                      Factors affecting menu planning                      How to plan production</p> <p><b>The skills and techniques of preparation, cooking and presentation of dishes</b>                      How to prepare and make dishes                      Presentation techniques                      Food safety practices</p>
<p><b><u>Practical</u></b>                      How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.                      Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.                      Understand the function of macro and micronutrients and having an awareness of the need for a balanced diet.                      How cooking methods can impact on nutritional value – identify a range of different cooking methods and understand the impact of nutritional value.</p>		

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Maths - Foundation		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Integers and place value</li> <li>• Decimals</li> <li>• Indices, powers and roots</li> <li>• Factors, multiples and primes</li> <li>• Algebra: the basics</li> <li>• Expanding and factorising single brackets</li> <li>• Expressions and substitution into formulae</li> <li>• Tables</li> <li>• Charts and graphs</li> <li>• Pie charts</li> <li>• Scatter graphs</li> <li>• Fractions</li> <li>• Fractions, decimals and percentages</li> <li>• Percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Equations</li> <li>• Inequalities</li> <li>• Sequences</li> <li>• Properties of shapes, parallel lines and angle facts</li> <li>• Interior and exterior angles of polygons</li> <li>• Statistics and sampling</li> <li>• The averages</li> <li>• Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>• 3D forms and volume</li> <li>• Real-life graphs</li> <li>• Straight-line graphs</li> <li>• Transformations translations, rotations, reflections, enlargements and combinations</li> <li>• Ratio</li> <li>• Proportion</li> <li>• Right-angled triangles: Pythagoras</li> </ul>

Year 10 Maths - Higher		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Calculations, checking and rounding</li> <li>• Indices, roots, reciprocals and hierarchy of operations</li> <li>• Factors, multiples and primes</li> <li>• Standard form and surds</li> <li>• Algebra: the basics</li> <li>• Setting up, rearranging and solving equations</li> <li>• Sequences</li> <li>• Averages and range</li> <li>• Representing and interpreting data</li> <li>• Scatter graphs</li> <li>• Fractions</li> <li>• Percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio and proportion</li> <li>• Polygons, angles and parallel lines</li> <li>• Pythagoras' Theorem and trigonometry</li> <li>• Graphs: the basics and real-life graphs</li> <li>• Linear graphs and coordinate geometry</li> <li>• Quadratic, cubic and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Perimeter, area and circles</li> <li>• 3D forms and volume, cylinders, cones and spheres</li> <li>• Accuracy and bounds</li> <li>• Transformations</li> <li>• Constructions, loci and bearings</li> <li>• Solving quadratic and simultaneous equations</li> <li>• Inequalities</li> </ul>



## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Music		
Term 1	Term 2	Term 3
<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on:</p> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Interpretation</li> <li>• Accuracy</li> </ul> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• J.S. Bach: Brandenburg Concerto No.5, mvmt III</li> <li>• Beethoven: Piano Sonata No 8 in C minor 'Pathetique'</li> <li>• Purcell: Music for a While</li> </ul> <p><b>Composing</b> Each unit will have a range of composing tasks that develop ability to explore the key compositional features of the AoS and more specifically through the vehicle of the set work being studied.</p>	<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on:</p> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Interpretation</li> <li>• Accuracy</li> </ul> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• Schwartz: Wicked, Defying Gravity</li> <li>• Williams: Star Wars Episode IV, Main Title</li> <li>• Queen: Killer Queen</li> </ul> <p><b>Composing</b> Each unit will have a range of composing tasks that develop ability to explore the key compositional features of the AoS and more specifically through the vehicle of the set work being studied.</p>	<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on:</p> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Interpretation</li> <li>• Accuracy</li> </ul> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• Afro Celt Sound System: Release</li> <li>• Spalding: Samba Em Preludio</li> <li>• Revision and practice listening questions, evaluation and further study of all 8 set works</li> </ul> <p><b>Composing</b> Each unit will have a range of composing tasks that develop ability to explore the key compositional features of the AoS and more specifically through the vehicle of the set work being studied.</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Netball</li> <li>• Trampolining</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Kinball/dodgeball</li> <li>• Football</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Netball</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Football</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Rugby</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Kinball/Dodgeball</li> <li>• Fitness</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Kinball/Dodgeball</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Trampolining</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Cricket</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Softball</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Cricket</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Kinball/dodgeball</li> <li>• Rounders</li> </ul>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 RE		
Term 1	Term 2	Term 3
<p><b>Foundational Catholic Theology</b>  <b>Theme 1 - Origins and Meaning:</b>                      Beliefs: Creation                      Sources: The Bible                      Forms: Painting                      Forms: Symbolism                      Practices: Loving and Serving in Catholic communities in Britain and elsewhere.                      Students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. These texts might include, for example: the Bible; extracts from the documents of Vatican II or other ecumenical councils, extracts from Papal encyclicals and exhortations, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well as the views of past and current philosophers (including ethical philosophers).</p>	<p><b>Foundational Catholic Theology</b>  <b>Theme 2 – Good and Evil:</b>                      Good, evil and suffering                      Beliefs: Trinity                      Beliefs: Incarnation                      Sources: Jesus and moral authority                      Forms: Sculpture and statuary                      Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere</p>	<p><b>Foundational Catholic Theology</b>  <b>Theme 2 – Good and Evil continued:</b>                      Good, evil and suffering                      Beliefs: Trinity                      Beliefs: Incarnation                      Sources: Jesus and moral authority                      Forms: Sculpture and statuary                      Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere</p>

# YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Science		
Term 1	Term 2	Term 3
<p style="text-align: center;"><b>Biology</b></p> <p><b>Cells</b> In term 1 students will investigate transport in cells including osmosis and its effects on cells. They will then learn about exchange surfaces in organisms, such as the lungs, gills and leaves.</p> <p><b>Genetics</b> Students next study cell division (mitosis &amp; meiosis) and finish the term learning about fossils and the important process of evolution. Separate Science students study the theory of evolution in more detail, including the work of Wallace and Darwin.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Atoms and the Periodic Table</b> Review of fundamental Y9 Chemistry learning, before learning about ions, isotopes and relative atomic mass.</p> <p><b>Chemical bonding</b> Students will learn to identify the ions formed by different elements and will use their knowledge of groups 1 and group 7 to explain why ions are formed. Students will study the formation of covalent, ionic and metallic bonds and will develop an understanding of how bonding is linked to chemical and physical properties. Students will learn about the structural differences between metals and alloys and will gain an understanding of why certain materials are selected for particular uses. Separate Science students will study spectroscopy, the properties of the transition metals, and surface properties including nanoparticles.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Electricity</b> Students study electrical circuits in more detail, including using measurements and equations to calculate resistance, current and voltage in series and parallel circuits. Separate Science students study static electricity too.</p> <p><b>The Atom</b> They then study the history of the atomic model, and our current understanding of atomic structure. This progresses onto radioactive decay and the properties of the 3 categories of nuclear-radiation. Separate Science students study pressures in gasses, and the hazards and uses of background radiation too.</p>	<p style="text-align: center;"><b>Biology</b></p> <p><b>Infection &amp; Response</b> In this term students begin their study of human health &amp; disease, starting with heart disease. They will learn how lifestyle factors influence such conditions, then how drugs found and developed. Separate Science students will also study how to culture microorganisms and aseptic technique, and plant diseases.</p> <p><b>Systems</b> Later in this term we link the human body systems to health and disease with a focus on cancer, and we finish with an in-depth look at the reproductive systems, the menstrual cycle, contraception and treating infertility. Separate Science students will also study the eye, the brain and the kidney structure and function.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Organic Chemistry</b> In this Chemistry topic, students will learn about our use of oil from their hydrocarbon structure to the process of distillation. Separate Science students learn the reactions of alkenes and alcohols too.</p> <p><b>Energy Changes</b> Students will understand the difference between exothermic and endothermic reactions and be able to write methods for investigation energy change in a reaction.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Matter</b> Nuclear decay using equations to show the difference in sub-atomic particles and radioactive emissions. Radioactivity is studied in further detail, followed by specific heat capacity and specific latent heat.</p> <p><b>Waves</b> In this term students learn about the properties of longitudinal and transverse waves and study the electromagnetic spectrum in more detail. They also learn how to use equations to calculate wave-speed, wavelength and wave frequency. The forces and motion topic is studied next, progressing onto acceleration and Newton's laws. Separate Science students study seismic waves, and SONAR here too.</p>	<p style="text-align: center;"><b>Biology</b></p> <p><b>Plants</b> In the summer term students study how different factors affect the rate of photosynthesis and complete practical's that will demonstrate this further.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Chemical Changes</b> Here students learn about the pH scale, and strong &amp; weak acids. This knowledge is then applied to the reactions of acids and reduction &amp; oxidation reactions. Students also learn about how we use carbon for reduction, and then electrolysis. Separate Science students learn to perform titrations</p> <p><b>Rate of reaction</b> In term 3 students learn how to measure the rate of reactions and learn to calculate the rate from graphs.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Forces</b> Students learn to define and calculate speed, acceleration and velocity, including producing and interpreting graphs. Separate Science students study moments, levels and gears too.</p>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 Spanish		
Term 1	Term 2	Term 3
<p><b>Identity and relationships with others</b></p> <ul style="list-style-type: none"> <li>• Talking about personality</li> <li>• Describing yourself and others</li> <li>• Talking about relationships with family and friends</li> <li>• Talking about modern families</li> </ul> <p><b>Healthy living and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Talking about keeping fit</li> <li>• Looking after your health</li> <li>• Discussing different types of diet</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Regular present tense</li> <li>• Key irregular verbs in the present tense- ser/ estar/ ir/ tener</li> <li>• Regular preterite (past) tense verbs</li> <li>• Near future tense</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• ce/ ci</li> <li>• ñ</li> <li>• z</li> <li>• ll</li> <li>• gue/gui</li> </ul>	<p><b>Healthy living and lifestyle (cont.)</b></p> <ul style="list-style-type: none"> <li>• Eating habits in Spain</li> </ul> <p><b>Education and work</b></p> <ul style="list-style-type: none"> <li>• Describing school facilities and rules</li> <li>• The positive and negative aspects of school</li> <li>• Talking about your ideal job</li> <li>• What you will do to get a job</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular verbs in the preterite (past) tense.</li> <li>• Comparatives (e.g. more... than) and superlatives (e.g. the most...)</li> <li>• Negative expressions</li> <li>• Conditional tense</li> <li>• Real future tense</li> <li>• Modal verbs</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• que/ qui</li> <li>• cu</li> <li>• Revision</li> </ul>	<p><b>Free time activities</b></p> <ul style="list-style-type: none"> <li>• Describing what you are doing now</li> <li>• Extreme sports</li> <li>• Talking about hobbies</li> <li>• Television and film</li> </ul> <p><b>Customs, festivals and traditions</b></p> <ul style="list-style-type: none"> <li>• Talking about religious celebrations and festivals</li> <li>• Discussing Latin American festivals</li> <li>• Family traditions</li> <li>• Musical preferences</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Present continuous tense</li> <li>• Opinion verbs</li> <li>• Verbs with prepositions</li> <li>• Adverbs of frequency</li> <li>• Using direct object pronouns</li> <li>• Expressions followed by infinitive verb forms</li> <li>• Forming questions</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• g</li> <li>• r/ rr</li> <li>• ch</li> <li>• Revision</li> </ul>

## YEAR 10 CURRICULUM PLANS 2024 - 2025

Year 10 GCSE PE		
Term 1	Term 2	Term 3
<p><b><u>Applied anatomy and physiology</u></b>                      Bones                      Functions of the skeleton                      Structure of the skeleton                      Muscles of the body                      Structure of a synovial joint                      Types of synovial joints                      Antagonistic muscle action                      Types of muscle contraction                      Blood vessels: structure and function                      Structure of the heart                      Cardiac cycle and the pathway of blood                      Cardiac output and stroke volume                      Pathway of air                      Gaseous exchange                      Mechanics of breathing                      Interpretation of a spirometry trace                      Aerobic and anaerobic exercise                      EPOC                      Recovery from vigorous exercise                      Effects of exercise                      Levers                      Movement analysis                      Planes and axes                      Health and fitness                      Components of fitness</p> <p><b><u>Practical</u></b>                      Football/netball                      Trampolining/table tennis</p>	<p><b><u>Components of fitness</u></b>                      Fitness testing                      Principles of training                      Principles of overload                      Training methods                      Optimising training effectiveness                      Considerations to prevent injury                      High altitude training                      Seasonal aspects of training                      Parts of a warm up                      Benefits of a warm up                      Parts of a cool down                      Benefits of a cool down                      Quantitative data and qualitative data</p> <p><b><u>Practical</u></b>                      Trampolining/table tennis                      Rugby/netball</p>	<p><b><u>Socio-cultural influences and well-being in physical activity and sport</u></b>                      Skill and ability                      Skill Classification                      Performance and outcome goals                      SMART targets                      Basic Information Processing Model                      Guidance                      Feedback                      Arousal                      Stress management techniques                      Direct and indirect aggression</p> <p><b><u>Practical</u></b>                      Athletics</p>