YEAR 10 CURRICULUM PLANS 2022 - 2023

St Bede's Catholic School & Sixth Form College

Bishop Wilkinson Catholic Education Trust

Year 10 GCSE Art		
Term 1	**Term 2**	**Term 3**
Project 1 Theme: Commemorative Stamps or playing Cards 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 & techniques. **Question 1: Commemorative stamps** The Royal Mail has a tradition of commissioning illustrators to design special editions of stamps to commemorate a variety of different people, events, anniversaries, and subject matter. In 2000 Peter Grundy illustrated a series of four stamps based on the theme of the National Health Service. **Question 2: Playing Cards** Many artists use the theme of playing cards in their work. Whether this be producing work for a limited-edition pack of cards or artwork based around the shape and idea of a playing card. The PlayingArts collective project commissions 52 artists to create individual playing cards for limited edition packs. Use one of the following themes and develop designs for a set of stamps or playing cards. **SHOES** Artist suggestions: Michael Craig-Martin, Lisa Milroy, Van Orton, Roy Lichtenstein, Andy Warhol, Gordon Smedt, Bridget Riley, Keith Haring **Animals** Artist suggestions: Michael Keck, Peter Clark, Vincent Scarpace, Andrea Larko, Charley Harper, Vince Low, Allison Kunath, Henry Moore **Food** Artist suggestions: Joel Penkman, Ron Magnes, Patrick Caulfield, May Van Millingen, Wayne Thiebaud, Jon Burgerman, Burton Morris, Nancy Standlee	**Project 2 – Extended project** 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 & techniques. Students will concentrate on one extended project throughout the rest of Year 10. Students select one of the questions from below. Question 1: Fantastic and Strange Question 2: Mark Making Question 3: In the News Question 4: Marine Life Question 5: Outline Suggested activities-Drawing, painting mixed media tasks, artist responses, combining artists, developing ideas through different compositions, final designs/idea. In response to your 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. Skills: The focus of this project is working with varied materials suited to question chosen. Presentation: All of your research, preparation, first hand photographs and design ideas will be presented on either A2 design sheets or in a sketchbook. It is important to consider the overall presentation of your preparation work to reflect the style of your chosen theme. Students will use a task sheet to help with specific tasks.	**Project 2 – Extended project- continued into Summer Term** **Students will learn the following:** 1. Understand the processes of working with **specific materials**. 2. **Record** what has been seen from observation. 3. Ability to draw/sculpt (if appropriate to project) **accurately & imaginatively**. 4. Gain **knowledge** and appreciation of other artist's/designers/craftspeople work. 5. Apply **knowledge** of other artist's/designers/craftspeople work to student's own work. 6. Ability to **research, resource, investigate, experiment, document & realise ideas & intentions**. 7. **Analyse & evaluate** sources & own work through **annotation.** 8. **Make connections** between own work & the work of others Fulfil the assessment criteria **AO1, AO2, AO3, AO4.** **ANNOTATION** Students must thoroughly Annotate each Design Sheet/sketchbook page to explain their opinions & feelings about; the images & objects that they are drawing, the materials that you are experimenting with & the artist's work that you are looking at. Comment on what interests you in the objects & images that you have chosen to draw, explain what your intentions are for each technique, did it work out as planned? Describe your personal views & thoughts about the artists that you are looking at.

YEAR 10 CURRICULUM PLANS 2022 - 2023

Year 10 GCSE Business		
Term 1	**Term 2**	**Term 3**
• The dynamic nature of business • Risk and reward • The role of business enterprise • Customer needs • Market research • Market segmentation • The competitive environment	• Business revenues, costs and profits • Cash and cash-flow • Sources of business finance • The options for start-up and small businesses • Business location • The marketing mix • Business plans	• Business stakeholders • Technology and business • Legislation and business • The economy and business • External influences

Year 10 GCSE Computer Science		
Term 1	**Term 2**	**Term 3**
Memory and storage • Units • Data storage • Compression **Network security** • Threats to computer systems and networks • Identifying and preventing vulnerabilities **Programming fundamentals** • Programming fundamentals • Data types	**Computers networks, connections and protocols** • Networks and topologies • Wired and wireless networks, protocols and layers **Systems software** • Operating systems • Utility software **Ethical, legal, cultural and environmental impacts of digital technology** • Ethical, legal, cultural and environmental impact **Programming fundamentals** • Programming fundamentals • Data types	**Boolean logic** • Boolean logic **Algorithms** • Computational thinking • Designing, creating and refining algorithms • Searching and sorting algorithms **Programming fundamentals** • Programming fundamentals • Data types

Year 10 Construction		
Term 1	**Term 2**	**Term 3**
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. **The sector:** • buildings and structures • infrastructure and civil engineering products • building services engineering • professional and managerial roles and responsibilities associated with the built environment sector. **The built environment life cycle:** • raw material extraction • manufacturing • construction • operation and maintenance • demolition • disposal, reuse or recycling	**Types of building and structure:** • different forms of infrastructure construction • low-rise: • residential dwellings • commercial buildings • industrial buildings • agricultural buildings • community buildings • religious buildings • recreational buildings. **Technologies and materials:** • main elements and components of low-rise buildings • main materials involved in constructing walls, installing building services, fitting roofs and finishing interiors • renewable technologies and materials, including heat pumps, wind turbines and solar panels	**Building structures and forms:** • cellular constructions • rectangular frame constructions • portal frame constructions • heritage and traditional methods. **Sustainable construction methods:** • the environmental, financial, cultural and social benefits of sustainable construction methods • pollution and the preservation of the natural environment and natural habitats • sustainable materials used to create building frames, walls, roofs • waste disposal, re-use and recycling • planning permission, brownfield sites and greenfield sites

Year 10 GCSE Design and Technology (Materials and Textiles)		
Term 1	**Term 2**	**Term 3**
Materials Practical Project- CAM toy- maze game 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 wooden box that houses a moving toy. Finishes will be explored focusing on painting. CAD CAM used to create embellishment on the laser cutter. **Textiles Practical Project**- Project – small garment. • Deforming and reforming - Darts and tucks • Addition – Plain, French and piped seam	**Materials Practical Project**- Passive speaker laser cut 3d shape project Lamination process project with focus on measuring marking a drilling. Introduction of fences and production aids, in unison with more complex hand tools. **Textiles Practical Project** • Commercial Printing • Screen Printing, • Roller Printing, • Sublimation printing, • Digital printing • Colour Fastness and Mordants	**Materials Practical project**- 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 knifes, hot glue and laser rapid prototyping. **Textiles Practical Project** Mini NEA (contextual Challenge – Sections A, B and C).
Theory topics 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	**Theory topics** 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.	**Theory topics** 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

Year 10 CNAT Creative iMedia		
Term 1	**Term 2**	**Term 3**
• Media industry sectors and products • How style, content and layout are linked to the purpose. Client requirements and how they are defined • Audience demographics and segmentation • Media codes used to convey meaning, create impact and/or engage audiences • Work planning and documents used to support ideas generation • Documents used to design/plan media products • Purpose, features, elements and design of visual identity • Graphic design concepts and conventions • Properties of digital graphics and use of assets	• Techniques to plan visual identity and digital graphics • Tools and techniques to create visual identity and digital graphics • Technical skills to source, create and prepare assets for use within digital graphics • Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats) • NEA Assessment (working on)	• NEA Assessment (Working on and submit for moderation) • Features and conventions of animation and audio • Creativity in animation and audio • Resources required to create animation with audio

Year 10 English		
Term 1	**Term 2**	**Term 3**
Students will have the opportunity to revise 'A Christmas Carol' through retrieval tasks. 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. They will also have the opportunity to practise and develop further their skills of critical analysis, both orally and in written work.	Students will have the opportunity to revise 'An Inspector Calls' through retrieval tasks. Students will study the Power and Conflict poetry from the AQA anthology. They will learn about the context of the poems; the methods used by the poets to convey their ideas and explore the key themes and ideas that link them Students will also learn how to write comparative essays in preparation for their GCSE Literature exam. Students will have the opportunity to practise and develop their creative writing skills.	Students will have the opportunity to revise Romeo and Juliet through retrieval tasks. Students will 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. Students will have the opportunity to practise and develop their creative writing skills. Students will also prepare and deliver their Spoken Language assessment.

Year 10 BTEC Enterprise		
Term 1	**Term 2**	**Term 3**
Component 1 – Exploring Enterprises LOA • Size and Features of SME's • Sectors and business models in which enterprises operate • Aims and objectives of enterprises • Skills and characteristics of entrepreneurs LOB • Market research methods • Understanding customer needs • Understanding competitor behaviour • Suitability of market research methods LOC • PEST (Political, Economic, Social, Technological) Analysis	Component 1 continued LOC • PEST (Political, Economic, Social, Technological) Analysis • SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis External Assessment **Component 2 – Planning and Presenting a Micro-Enterprise Idea** LOA • Choosing ideas for a micro-enterprise • Plan for a micro-enterprise – ownership, aims • Features of the product • Identifying the target market	Component 2 continued • Resources required • Financial information • Risk assessment • Viability of the plan LOB • Production of presentation • Delivery of presentation LOC • Review of presentation

Year 10 GCSE Food Preparation and Nutrition		
Term 1	**Term 2**	**Term 3**
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. **Food Safety** 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. **Nutrients** 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. **Cooking Methods** 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.	**Food Choice** Students will learn about food choices linked to a range of topics linked to religion, culture, ethical and moral beliefs and medical conditions. **Food Labelling** 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. **British and International Cuisine** Students will learn about traditional ingredients and dishes from a range of different countries. **Food and the Environment** 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. **Food Provenance** 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.	**Food processing** Students will learn how food is processed. They will explore the primary and secondary processing methods. **Food Science** Students will learn about the chemical and functional properties of the macronutrients. They will understand what will make a successful product. **Diet through the life stages** 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. **Diet related illness** 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.
<u>Practical</u> • 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. • How cooking methods can impact on nutritional value – identity a range of different cooking methods and understand the impact of nutritional value.		

Year 10 French		
Term 1	**Term 2**	**Term 3**
Me, my family and friends; Free-time activities • Talking about free time activities • Talking about TV programmes and films • Talking about what you usually do • Talking about sports • Technology in everyday life • Discussing different types of entertainment • Talking about who inspires you **Grammar studied** • Using soler + infinitive • Using direct object pronouns • Using ya and todavía with the imperfect • Using the imperfect tense to say what you used to do • Using the perfect tense • Using a range of past tenses	**Home, town, neighbourhood and region; Travel and tourism** • Talking about places in a town • Talking about shops • Describing the features of a region • Planning what to do • Shopping for clothes and presents • Talking about problems in a town • Describing a visit in the past **Grammar studied** • Negatives • Using usted • Using the future tense • Using demonstrative adjectives • Using the conditional • Using different tenses together	**Free-time activities** • Describing mealtimes • Talking about illnesses and injuries • Talking about typical foods • Customs and festivals in Spanish-speaking countries/ communities: Comparing different festivals • Ordering in a restaurant • Talking about a music festival **Grammar studied** • Using reflexive verbs • Using the passive • Avoiding the passive • Using absolute superlatives • Using expressions followed by the infinitive

Year 10 Geography

Term 1

GCSE TOPIC 3 - URBAN

- Explain how urbanisation has happened at different rates and times in different parts of the world making reference to LICs and HICs.
- Explain some of the causes of urbanisation in different parts of the world making reference to LICs and HICs.
- Rio de Janeiro
    - Explain why Rio de Janeiro is important
    - Explain why and how Rio de Janeiro has grown
    - Explain, analyse and evaluate the opportunities and challenges in Rio de Janeiro
    - Explain and evaluate how Rio de Janeiro can plan to improve the quality of lives for the urban poor.

GCSE TOPIC 4 - NATURAL HAZARDS

• define a natural hazard and give some examples of the different types.
• explain the different factors that affect risk.

TECTONIC HAZARDS

- describe the distribution of earthquakes and volcanoes.
- explain the differences between destructive, constructive and conservative plate margins.
- main features of an earthquake and two different ways of measuring earthquakes.
- Using named examples of a tectonic hazard in both rich and poor countries. :
- Explain why the tectonic hazard happened there,
- Describe the effects that resulted from the earthquakes both primary and secondary.
- Describe what was done after the earthquake (responses), both in the long and short term.
- explain why earthquakes cause more loss of life in poor than in rich countries.
- explain why people continue to live in areas at risk of tectonic hazards.
- explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.

Term 2

WEATHER HAZARDS

- describe the global atmospheric circulation model and how it affects weather around the world.
- describe the distribution and causes of tropical storms.
- Using a named example describe and explain the primary and secondary impacts of tropical storms.
- assess and evaluate methods of responses to tropical storms
- explain how tropical storms might be affected by global warming.
- explain how monitoring, planning and prediction of tropical storms can reduce their effects.
- explain the cause of an extreme weather event using an example.
- describe and expel the social, economic and environmental using an example.
- identify evidence of the weather becoming more extreme using an example.
- explain how extreme events can be managed to reduce the impacts.
- assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, health and transport.

CLIMATE CHANGE

- explain the evidence both for and against climate change.
- explain both the natural and human causes of climate change.
- assess and evaluate the economic, social, environmental and political impacts of climate change both on the world and the UK.
- describe and evaluate the mitigation and adaption strategies used to reduce the impact of global climate change on a local, national and international level.

Term 3

GCSE TOPIC 5 – PHYSICAL LANDSCAPES OF THE UK

- describe the location of the major upland and lowland areas within the UK
- describe the location of the major river systems within the UK

COASTAL LANDSCAPES

- define what the coast is
- describe and explain the different types of waves
- name and explain the four processes of erosion
- explain the reasons why sediment is deposited on the coast.
- explain how depositional landforms (beaches, spit and bars) are formed.
- describe and explain methods of hard and soft engineering using an example.
- evaluate the cost and benefits of hard and soft engineering using an example.
- explain why people have different views about the way the coast in managed and the conflicts this may cause using an example.
- identify on an OS map all of the coastal landforms and use 4 & 6 fig grid references to locate them on a map

RIVER LANDSCAPES

- describe how a river's long profile and cross profile varies
- explain how erosion changes the cross profile of a river
- explain the four processes of erosion
- describe the four processes of transportation in a river
- explain the reasons why a river deposits its eroded material
- explain how interlocking spurs, waterfalls & gorges are formed
- identify on an OS map all of the river landforms and use 4 & 6 fig grid references to locate them on a map.

RIVERS FIELDWORK AND WRITE UP – END OF SUMMER TERM.

Year 10 BTEC Health and Social Care		
Term 1	**Term 2**	**Term 3**
Component 1 – Human Lifespan development • Life stages • Lifestyle Factors affecting Development • Physical Factors affecting Development	**Component 1 – Human Lifespan development** • Social and Cultural Factors affecting Development • Emotional Factors Affecting Development • Life events **Set Assignment completed**	**Component 2 – Services and Values in Health and Social Care** • Primary, secondary and Tertiary Services. • Barriers to accessing Services

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Year 10 History		
Term 1	**Term 2**	**Term 3**
<u>Anglo-Saxon England and the Norman conquest</u> • Anglo-Saxon society • The Succession crisis after the death of Edward the Confessor • Rivals to the throne • The Norman Invasion <u>William securing control</u> • Causes and results of Anglo-Saxon rebellions • Impact of the rebellions • Revolt of the Earls <u>Norman England- change and continuity</u> • The Feudal system and changes to the Church • Norman government • Norman culture and aristocracy	<u>Migration through time c1250-present</u> <u>Medieval Migration</u> • Reasons for migration • Experiences of migrants • Impact of migration • Case Study: Vikings in York <u>Early Modern Migration</u> • Reasons for migration • Experiences of migrants • Impact of migration • Case Study: Huguenots in Soho and Spitalfields <u>Migration during the Industrial Revolution</u> • Reasons for migration • Experiences of migrants • Impact of migration • Case Study: The Irish in Liverpool and Jewish Migrants in the East End <u>Migration in Modern Britain</u> • Reasons for migration • Experiences of migrants • Impact of migration • Case Study: Leicester's Asian Community	<u>Notting Hill 1948-1970</u> • National and Regional context • Local context of Notting Hill • Influence of Caribbean Culture • Racism and Policing • Black British activism in Notting Hill <u>American West 1835-1895</u> <u>Early settlement of the West, 1835-1862</u> • Plains Indians, beliefs and culture • Migration and early settlement • Growth of conflict and tension <u>Development of the Plains 1862-1876</u> • Development of settlements in the west. • Ranching and the cattle industry • Changes to the way of life for Plains Indians <u>Conflicts and conquest</u> • Changes in farming and the cattle industry • Conflict and tension • Destruction of the Plains' Indians way of life.

Year 10 Hospitality and Catering		
Term 1	**Term 2**	**Term 3**
Theory **Health and Safety in hospitality and catering provision** – 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.	**Theory** **Customer requirements in hospitality and catering** – Learning how the industry meets the needs of customers and understanding customers rights and equality in the industry. **Factors affecting menu planning**- 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. **How to plan production** – Creating an efficient time plan to cook two dishes. **Presentation techniques** – Understanding the importance of using the correct techniques to present dishes such as garnishing, portion control and accompaniments. **Food safety practices** – Students will demonstrate how to work safety by following the correct safety and hygiene procedures. **Hospitality and catering provision to meet specific requirements** – Identifying how to different provisions adapt to satisfy the ever-changing customer climate, including customer needs, expectations and demographics.	**Mock assessment** **Theory** **The importance of nutrition** 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 **Menu planning** Factors affecting menu planning How to plan production **The skills and techniques of preparation, cooking and presentation of dishes** How to prepare and make dishes Presentation techniques Food safety practices
Practical 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 – identity a range of different cooking methods and understand the impact of nutritional value.		

Year 10 Maths - Foundation		
Term 1	**Term 2**	**Term 3**
• Statistics and sampling • The averages • Perimeter and area • 3D forms and volume • Real-life graphs • Straight-line graphs • Transformations translations, rotations, reflections, enlargements and combinations •	• Ratio • Proportion • Right-angled triangles: Pythagoras and trigonometry • Probability • Multiplicative reasoning	• Plans and elevations • Constructions, loci and bearings • Quadratic equations: expanding and factorising • Quadratic equations: graphs • Circles, cylinders, cones and spheres

Year 10 Maths - Higher		
Term 1	**Term 2**	**Term 3**
• Graphs: the basics and real-life graphs • Linear graphs and coordinate geometry • Quadratic, cubic and other graphs • Perimeter, area and circles • 3D forms and volume, cylinders, cones and spheres • Accuracy and bounds • Transformations	• Constructions, loci and bearings • Solving quadratic and simultaneous equations • Inequalities • Probability	• Multiplicative reasoning • Similarity and congruence in 2D and 3D • Graphs of trigonometric functions • Further trigonometry • Collecting data • Cumulative frequency, box plots and histograms

Year 10 Music		
Term 1	**Term 2**	**Term 3**
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: Performing (as Teams submissions) 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: • Technique • Interpretation • Accuracy Listening and appraising 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: • J.S. Bach: Brandenburg Concerto No.5, mvmt III • Purcell: Music for a While • Williams: Star Wars Episode IV, Main Title Composing 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.	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: Performing (as Teams submissions) 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: • Technique • Interpretation • Accuracy Listening and appraising 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: • Afro Celt Sound System: Release • Beethoven: Piano Sonata No 8 in C minor 'Pathetique' • Queen: Killer Queen Composing 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.	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: Performing (as Teams submissions) 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: • Technique • Interpretation • Accuracy Listening and appraising 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: • Schwartz: Wicked, Defying Gravity • Spalding: Samba Em Preludio • Revision and practice listening questions, evaluation and further study of all 8 set works Composing 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.

Year 10 PE		
Term 1	**Term 2**	**Term 3**
Bede's Compete • Rugby • Football • Netball • Hockey **Or Bede's Challenge** • Boxercise • Functional fitness • Table tennis • Dance/trampoline **Or Create** • Dance/trampoline	**Bede's Compete** • Basketball • Softball/cricket • Football • Ultimate frisbee **Or Bede's Challenge** • Circuit training • Kettlebells **Or Create** • Dance	**Bede's Compete** • Softball/cricket • Ultimate frisbee • Rounders **Or Bede's Challenge** • Tennis • Tchoukball • Kettlebells **Or Create** • Yoga

Year 10 RE		
Term 1	**Term 2**	**Term 3**
Foundational Catholic Theology **Theme 1 - Origins and Meaning:** 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).	**Foundational Catholic Theology** **Theme 2 – Good and Evil:** 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	**Foundational Catholic Theology** **Theme 2 – Good and Evil continued:** 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

Year 10 Science

Term 1

Biology

Cells
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.

Genetics
Students next study cell division (mitosis & 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.

Chemistry

Chemical bonding
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.

Physics

Electricity
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.

The Atom
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.

Term 2

Biology

Infection & Response
In this term students begin their study of human health & 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.

Systems
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, contraception and treating infertility.
Separate Science students will also study the eye, the brain and the kidney structure and function.

Chemistry

Organic Chemistry
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.

Quantitative Chemistry
Students will calculate percentage by mass, concentration and relative formula mass to prepare them for calculations in Year 11.
Separate Science students study how to calculate chemical yields, atom economy and using concentrations.

Physics

Waves
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 in studied next, progressing onto acceleration and Newton's laws.
Separate Science students study seismic waves, and SONAR here too.

Forces
Students learn to define and calculate speed, acceleration and velocity, including producing and interpreting graphs.
Separate Science students study moments, levels and gears too.

Term 3

Biology

Plants
In the summer term students study how different factors affect the rate of photosynthesis and complete practical's that will demonstrate this further.

Ecology
We then take advantage of more favourable weather to study ecosystems and how scientists monitor species. We finish the term learning about vital nutrient cycles that are vital for life.

Chemistry

Chemical Changes
Here students learn about the pH scale, and strong & weak acids. This knowledge is then applied to the reactions of acids and reduction & oxidation reactions. Students also learn about how we use carbon for reduction, and then electrolysis.
Separate Science students learn to perform titrations

Rate of reaction
In term 3 students learn how to measure the rate of reactions and learn to calculate the rate from graphs.

Resources
Here we learn about finite and renewable resources, recycling, life cycle assessments, potable wated and water treatment.
Separate Science students study corrosion prevention and the vitally important Haber process too.

Physics

Forces & Magnetism
In the final term pupils move on from forces and motion to magnetism. Here they will revie electromagnetism before investigating motors and the motor effect.
Separate Science students will also study loudspeakers and headphones.

Year 10 Spanish		
Term 1	**Term 2**	**Term 3**
Home, town, neighbourhood and region • Talking about where you live, weather and transport • Describing a town and asking the way • Describing a region • Discussing what to see and do • Discussing plans and weather • Social issues Describing community projects **Grammar** • Using the imperative • Using negatives • Asking questions • • Using present, perfect and future tenses	**Travel and tourism** • Talking about what you normally do on holiday • Talking about past and future holidays • Talking about an ideal holiday • Booking and reviewing hotels • Ordering in a restaurant • Talking about travelling • Buying souvenirs • Talking about holiday disasters **Grammar** • Using the conditional • Using reflexive verbs in the perfect tense • Demonstrative pronouns and adjectives (This/that) • • Using the pluperfect tense	**Life at school/college** • Describing your school • Comparing UK and French-speaking schools • Discussing school rules • Talking about how you stay fit and healthy • Talking about a school exchange **Grammar** • Using the definite articles • Using comparatives • Using the present and future tenses • Il faut and Il est interdit de • Using adverbs • • Using past, present and future time frames

Year 10 CNAT Sport		
Term 1	**Term 2**	**Term 3**
<u>Applying the principles of training: fitness and how it affects skill performance unit</u> **Topic Area 1: Components of fitness applied in sport.** • The definition of, and suitable fitness tests used, to measure each component of fitness • Fitness component requirements of different sports • Justification of the most important components of fitness in different sports • Fitness tests for components of fitness • Collect and interpret the results of fitness tests • Strengths and areas of improvement of each fitness component • Devising and conducting skill based fitness tests • Collecting, recording and interpreting the results of skill based fitness tests **Topic Area 2: Principles of training in sport.** • The definition and application of each principle of training and goal setting • Advantages and disadvantages of the structure of each training method • Aerobic exercise • Anaerobic exercise	**<u>Applying the principles of training: fitness and how it affects skill performance unit</u>** **Topic Area 3: Organising and planning a fitness training programme.** • Considerations to inform planning • Applying the principles of training • Elements of training programmes • How to monitor progress and adapt a training programme • Post programme tests • Meeting SMART goals **Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.** • Effectiveness of a fitness training programme • Reflections on the fitness training programme • Strengths and areas for improvement of the fitness training programme • Suggestions for improvements to the fitness training programme	**<u>Applying the principles of training: fitness and how it affects skill performance unit</u>** **Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.** • Coursework continued **<u>The body's response to physical activity and how technology informs this unit</u>** **Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities.** • Components, function and role of the cardio-respiratory system during exercise • Cardio-respiratory sports technology