

Year Ten Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>SPaG intervention</p> <p>Begin with an initial assessment to identify each student's current SPaG abilities and areas for improvement. The first two weeks should focus on reinforcing foundational spelling rules, including common patterns and irregularities, using multisensory activities and visual aids to accommodate diverse learning styles. Weeks three and four should concentrate on punctuation skills, covering basic rules such as comma usage, apostrophes, and capitalisation, with interactive exercises and practical applications. In week five, transition to grammar</p>	<p>Speaking and listening</p> <p>Begin with an initial assessment to gauge each student's current speaking and listening abilities. The first two weeks should focus on building foundational skills such as clarity, pronunciation, and listening comprehension through interactive activities and structured discussions. Weeks three and four should concentrate on developing presentation skills, including planning, organising thoughts, and delivering presentations on familiar topics. In week five, shift focus to group discussions and debates, encouraging students to express opinions, listen actively, and respond thoughtfully. The final week will be dedicated to review and assessment, leading to recording</p>	<p>Reading</p> <p>Begin with an initial assessment to gauge students' current reading abilities and interests. The first two weeks should focus on building foundational reading skills, such as phonics, vocabulary development, and understanding basic text structures. Utilise engaging reading materials that cater to different learning styles and interests. Weeks three and four should concentrate on developing comprehension strategies, including identifying main ideas, making inferences, and summarising key information from texts. Use guided reading sessions, group discussions, and interactive activities to reinforce these skills. In week five, transition to exploring different genres and literary devices, encouraging students to analyze texts for deeper meanings and themes.</p>	<p>Writing</p> <p>Begin with an initial assessment to gauge students' current writing abilities and identify specific areas for improvement. The first two weeks should focus on reinforcing foundational writing skills, including sentence structure, grammar conventions, and paragraph development. Use structured activities and modeling to guide students in constructing clear and coherent sentences and paragraphs. Weeks three and four should concentrate on developing advanced writing techniques, such as using descriptive language, varying sentence structures, and organising ideas effectively. Introduce different writing genres, such as narratives, persuasive essays, and informative texts, providing opportunities for students to practice each with guidance and support. In week five, emphasise revision and</p>	<p>Reading</p> <p>The first two weeks should focus on reinforcing and expanding foundational reading skills, including vocabulary development, understanding complex sentence structures, and recognising literary devices. Use a variety of texts at an appropriate level of challenge, with guided reading sessions and interactive activities to support comprehension. Weeks three and four should concentrate on developing advanced comprehension strategies, such as analysing viewpoints, evaluating arguments, and interpreting implicit meanings in texts. Incorporate group discussions, role-playing, and written responses to deepen understanding. In week five, explore different genres and styles of writing, encouraging students to critically analyse texts for themes, symbolism, and author's intent. The final week will be dedicated to</p>	<p>Writing</p> <p>The first two weeks should focus on reinforcing fundamental writing skills, including sentence structure, grammar conventions, and paragraph organisation, through targeted exercises and guided practice. Weeks three and four should emphasise developing advanced writing techniques, such as crafting engaging introductions, employing rhetorical devices, and using evidence to support arguments or narratives. Introduce different genres of writing, including persuasive essays, analytical reports, and creative narratives, with opportunities for students to draft and revise their work independently and collaboratively. In week five, concentrate on refining editing and proofreading skills, teaching students to revise their writing for clarity, coherence, and precision. Incorporate</p>

	fundamentals, exploring sentence structure, verb tense agreement, and parts of speech through hands-on activities and collaborative learning. The final week will be dedicated to review and assessment, incorporating	the pupils' own speeches.	The final week will be dedicated to review and assessment, incorporating both formative assessments and summative evaluations to measure students' progress and understanding.	editing skills, teaching students how to revise their writing for clarity, coherence, and accuracy. Provide peer feedback and revision workshops to promote collaboration and improvement. The final week will be dedicated to showcasing and reflecting on students' writing achievements, with opportunities for self-assessment and goal-setting for further development.	review and assessment, utilising both formative assessments and summative evaluations to measure progress and identify areas for further development.	peer review sessions and writing workshops to foster collaboration and enhance writing quality. The final week will involve presenting and reflecting on students' writing portfolios, allowing them to assess their progress and set goals for continued improvement.
Maths	Geometry Which shapes can you name? Can you identify congruent shapes and sort by types and size.	Geometry Time to look at more complex shapes and look at the notation given to depict a right angle. We will also be looking at 3D shapes and their component parts as well as rotation.	Geometry Our aim is to be able to recognise prisms, cylinders and cones. Be able to differentiate between horizontal, vertical and parallel lines. We will also look at different angles, nets, and coordinates.	Statistics In this section we will be looking at different ways to display data and how this can be more useful than a list or table.	Statistics Next we will be collecting different types of data and displaying it in different ways including tally charts and pictograms.	Statistics To finish this unit we will be constructing and reading bar and line graphs and also solving problems relating to data.
Science	Biology – Human body Cells. Types of cells. Tissue. Organs. Organ systems. Healthy diet. Heart rate and exercise. Respiration on the scale of the respiratory system. Cellular respiration. Pathogens. Immune system. Hormonal system. Reflexes.		Physics – Energy and forces Energy. Forms of energy. Transfer of energy. Fossil fuels. Renewable energy. Fossil fuels. Forces. Contact and non-contact forces. Work done by force. Speed. Radiation.		Chemistry – Elements, mixtures and compounds Atoms. Molecules. Elements. Compounds. Periodic table. States of matter. Polymers. Structure of substances. Metals and non-metals. Mixtures and methods to separate different types of mixtures.	
PE	Football (Leadership) Core PE in KS4 will be used to help	Volleyball (Leadership) Pupils will be introduced to	Fitness (Leadership) Pupils will complete the initial fitness tests and	Badminton (Leadership) Pupils will be introduced to badminton to build	Athletics (Leadership) Pupils will continue to develop their	Leadership Pupils will be designing their own leadership

	<p>the students to develop their leadership skills, tolerance, teamwork and mutual respect. They will have opportunities to lead their peers throughout the year as a coach and an official. They will be building upon their prior leadership knowledge and applying these skills to football. Pupils will be able to improve their football skills whilst undertaking focusing on the leadership roles. Students will start to consider the properties of a good leader and will recognise these qualities in themselves and what they achieve.</p>	<p>volleyball in order to build their basic skills such as set, dig and smash shots. They will apply their prior leadership knowledge to volleyball. This will enable students to embed their knowledge of what makes a good leader and allows them to practice demonstrating these qualities. Pupils will also have theory lessons to ensure that the written work for the course is completed alongside the practical. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.</p>	<p>identify two areas for improvement. They will pair up and work together to design a fitness circuit for their peer that will help them to improve those components of fitness. Students will retest at the end of the half term and reflect on their progress. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.</p>	<p>their basic skills such as overhead clear, smash and net shots. They will apply their prior leadership knowledge to badminton. This will enable students to embed their knowledge of what makes a good leader and allows them to practice demonstrating these qualities. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.</p>	<p>understanding of the techniques for various athletic events. These include: 100m sprint, 1500m, foam javelin, tennis ball throw, long jump, triple jump etc. Pupils will record their results and be able to compare this data to that of their results from the previous year. This will help to demonstrate their progress and increase their confidence. It also enables students to identify their own strengths and areas for improvement. They will use their knowledge of each event to help lead events during sports day. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.</p>	<p>sessions for whichever sport they decide. They will need to plan a risk assessment, activity and game situation. They will then self-evaluate, and peer evaluate these sessions. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.</p>
Humanities	<p><u>Tudor England part 1.</u></p> <p>The students will examine key aspects of Tudor society from its</p>	<p><u>Tudor England part 2.</u></p> <p>Building on last terms learning the students will further examine Tudor England. The key focuses this time</p>	<p><u>Threatened Ecosystems part 1.</u></p> <p>This unit will allow the students to examine fragile ecosystems such as Rainforests and look</p>	<p><u>Threatened Ecosystems part 2.</u></p> <p>A continuation of the previous half terms unit. This will enable students to recap their learning</p>	<p><u>Contemporary conflicts.</u></p> <p>By examining contemporary conflicts such as those in Yemen, Darfur, DRC and Ukraine students will begin to</p>	<p><u>Responses to world events.</u></p> <p>The students will consider how Britain responds to world events such as natural</p>

	<p>inception to the end. The students will refine the skills of forming their own opinions, justifying them with a combination of primary and secondary source materials.</p>	<p>will be Tudor medicine, exploration and legacies.</p> <p>The students will evaluate to what extent the Tudors made an impact on England at the time, how things changed from the start to the end of the Tudor period and what their major legacies are.</p>	<p>at how human actions threaten them and what can be done to slow these negative impacts or, possibly, reverse them.</p> <p>This will allow the students to develop key skills in Geographical scholarship as a basis for the rest of the course.</p>	<p>and skills from before the break and apply them to new case studies such as desertification and the effect of urbanization upon threatened ecosystems.</p> <p>As well as focusing on the previously identified AOs this will also allow students to demonstrate competence in AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>understand the historical reasons behind these.</p> <p>They will examine the context, scope and scale, use of propaganda and escalation of each case study and explore differing responses to the in the West.</p> <p>These cases will allow students to explore their own thoughts as to how these conflicts relate to the past and why, in some cases, they are recurrent.</p>	<p>and human driven disasters, poverty, debt and inequalities.</p> <p>By using some of the case studies the students will see how responses to events differ, sometimes on a case-to-case basis, sometimes in a unified manner.</p> <p>.</p>
<p>PD</p> <p><i>This will be updated in September 2024 to reflect the use of Jigsaw</i></p>	<p>Personal Development 1</p> <p>In PSHE pupils will explore the idea of well-being including how self confidence and well-being are affected by internal and external influences.</p> <p>In RE pupils will learning about the holy trinity and the oneness of God, about Christian views of creation, crucifixion and resurrection.</p>	<p>Personal Development 2</p> <p>In PSHE pupils will learn to recognise when they or others need help with their mental health. They will learn how to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>In RE pupils will explore the topics of sin and atonement. They will look at the ten commandments and investigate how they apply to life in modern Britain.</p>	<p>Personal Development 3</p> <p>In PSHE pupils will look at strategies to manage the strong emotions associated with the different stages of relationships. They look at how to safely and responsibly manage changes in personal relationships including the ending of relationships.</p> <p>In RE pupils look at sexual relationships before and outside of marriage. They explore religious attitudes towards sexual relationships before</p>	<p>Personal Development 4</p> <p>In PSHE pupils look at ways to access information and support for relationships including those experiencing difficulties. They learn about the concept of consent in maturing relationships</p> <p>They learn about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online.</p> <p>In RE pupils study divorce, including reasons for divorce, and remarriage. They learn</p>	<p>Personal Development 5</p> <p>In PSHE pupils look at living in the wider world and how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</p> <p>In RE pupils are able to, on the following three issues, e</p> <p>In Citizenship pupils should understand the roles undertaken by citizens within the legal system and how the role of the citizen has been seen to be pivotal to our</p>	<p>Personal Development 6</p> <p>In PSHE pupils study the benefits and challenges of cultivating career opportunities online. They develop strategies to manage their online presence and its impact on career opportunities.</p> <p>In RE pupils look at religion and belief as a cause of war and violence in the contemporary world. They discuss nuclear weapons and including nuclear deterrence.</p> <p>In Citizenship pupils look at how powers are</p>

	<p>In Citizenship Pupils will learn about the key values underpinning life in Britain today.</p>	<p>In Citizenship pupils will learn about the diverse nature of society in modern Britain. They will also explore the rights, roles and responsibility of media.</p>	<p>marriage and outside of marriage.</p> <p>In Citizenship pupils investigate what a citizen's rights and responsibilities are within the legal system. This includes:</p> <ul style="list-style-type: none"> • How civil law differs from criminal law. • How the legal systems differ within the UK: <ul style="list-style-type: none"> o England and Wales o Northern Ireland o Scotland. 	<p>what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage.</p> <p>In Citizenship pupils look at how the law developed over time, and how the law protects the citizen and deals with criminals. They look at what the universal human rights are and how we protect them.</p>	<p>justice system. Pupils should understand the responsibilities and roles of citizens in the legal system; as a juror, witness, a victim of crime, magistrate, special constable, police commissioner or member of a tribunal hearing.</p>	<p>organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales. They explore how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.</p>
Food Technology	<p>Hygiene and Safety skills Eggs, Breakfast, Bread, Soups</p> <p>Students will recap the principles of food hygiene; they will prepare and cook a variety of meals suitable for breakfast, students will learn the principles of baking different types of bread and cooking a variety of soups. Students will improve their independence during preparation</p>	<p>Equipment and cooking methods Lunch, pasta, rice, Christmas</p> <p>Students will continue increasing their independence while cooking a variety of meals suitable for lunch including pasta and rice dishes; they will be using different cooking methods like boiling, steaming, grilling and baking. Students will also take part in the preparation and cooking process of</p>	<p>Food provenance, Fish, meat, poultry</p> <p>Students will deepen their knowledge about food provenance and will use home grown herbs and vegetables to prepare and cook several dishes which will include fish, meat and poultry. Students will recap the importance of food hygiene and preventing cross contamination during preparation and cooking process.</p>	<p>Food storage Vegetarian, Vegan</p> <p>Students will recap and deepen their knowledge about the importance of correct food storage and labeling. Students will adapt and apply dietary needs when preparing and cooking several dishes suitable for vegetarians and vegans.</p>	<p>Level 1 Assessment Kitchen of the globe</p> <p>Students will take part in the final assessment of BTEC Home Cooking skills level 1. They will reflect on their learning and gained skills throughout the course as well as how they can pass the knowledge to others. After the assessment Students will cook a several dishes from a different cuisine of their choice.</p>	<p>Kitchen of the globe</p> <p>Students will practice their gained cooking skills while preparing and cooking dishes of their choice from around the world. Students will develop further their social skills when sharing and evaluating the dishes between themselves.</p>

	and cooking process and implement the knowledge of food hygiene and safety throughout the lesson.	Christmas dinner for the whole school, they will learn the importance of organizing skills while cooking for a group of people as well as social integration and cultural differences of the Christmas dinner.				
Art	Identity Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources. Students explore a variety of approaches to drawing and written annotation.	Identity Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: charcoal, pastel, graphite and coloured pencils, biro, pen and ink, paint, printing, resist techniques, stitched, collaged, and mixed media techniques, digital recording and manipulation.	Natural forms Observe and record from a range of objects, such as seed pods, shells, fungi, fruits and vegetables that display different surface qualities, exploring pattern, texture, shape, colour and form. Explore and respond to a variety of contextual sources, such as Juan Sánchez Cotán and Ernst Haeckel, or the photographs of John Blakemore and Karl Blossfeldt.	Natural forms Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Experiment with lots of materials and techniques. Refine ideas and link to your project work.	Natural forms A04 – Produce a final response to the work produced in this unit. Use all the skills you have learnt to evidence a wide variety exploration.	Students work on a directed project or a number of mini projects to build on their initial experiences. This is mostly a teacher directed phase. Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase.
NCFE Computing This will be updated with more information in September when we start the NCFE course.	Find and use Information & Safety and security when using data and digital devices Students will learn relevant legislations linked to GDPR, understand	Using devices and handling information Learners will build their own skills to be able to research online using viable information. Learners will be able to store information in an appropriate	Communication and collaborating online Learners will explore their digital footprint whilst learning how to communicate online using various methods.	Being responsible and safe online Learners will be able to understand and apply digital legislations. Identify the importance of protecting information	Revision & assessment Students will be updating portfolios and checking everything is in place for their assessment. Portfolio is assessment.	Assessment & independent project Students will use their new skills to research for their own projects, code and build their projects and display at possible science fair.

	various forms of storage, build on current skills to research valid information, and be able to create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.	format that enables them to locate files effectively.				
NCFE Construction	Carpentry hand skills. We will start by learning about the different tools and how to use them safely. We will then move on to using the face and edge marks for setting out joints.	Carpentry hand skills. This term is about cutting and chiseling wood as well as using a plane. Students are required to cut to a certain depth and be able to remove wood using a plane and a chistle.	Introduction to plastering techniques. We will start by learning about the different tools, plasters and background surfaces, as well as planning for plastering.	Introduction to plastering techniques. This half term is about applying 3 different types of plaster to different backgrounds. We will be looking at ready mixed plaster, bonding and finishing plaster as well as looking at the draw from different background surfaces.	Floor and wall tiling techniques. This is about understanding the different uses of the tools, the different backgrounds you can adhere to and setting out.	Floor and wall tiling techniques. Stick tiles to the wall and floor, cut tiles and grout them. The plan is for each student to have their own area where they will need to plan what they will do, execute this plan and review what they have done.
NCFE Sport & Leisure	Taking Part in Sport (4 CREDITS) Learners will know how to prepare to participate in sport, be able to participate in a range of sports and be able to review their own participation in	Effects of Exercise on the Human Body (4 CREDITS) Learners will know the components of fitness and be able to describe these and use examples. Students will also know the structure and function of the	Strength and Conditioning (4 CREDITS) Students will understand what is meant by the terms 'strength' and 'conditioning.' They will identify the benefits of being physically fit. Learners will know	Health and Nutrition (4 CREDITS) Learners will understand the major food groups, outline their main functions and give examples as to where they can be sourced from. They will also learn about the various vitamins and minerals	Sports Coaching (4 CREDITS) Learners will know the qualities and responsibilities of a coach, identify these, and understand the need for other skills such as communication, risk-assessing and	NCFE Level 2 - Planning and Running a Sports Event (6 CREDITS) Learners will learn about the different types of sporting events including leisure events and sports events. Students will be able to prepare to assist at a

<p>sport. They will outline reasons for participating in sport and identify the main characteristics and categories of sport. They will have the opportunity to participate in a range of sports, both individual and team sports. They will understand the skills and techniques within these sports. They will also review their performances in a range of sports. This will link heavily to the unit booklets in KS3.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p>	<p>skeletal system including types of bones and joints. They will also know the structure and function of the muscular system including muscle characteristics and the different types of muscle tissues, and the effect that exercise can have on these. Students will also understand the long- and short-term effects of exercise on the cardiovascular and respiratory systems.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p>	<p>about facilities, equipment and exercise for strength and conditioning. Students will be able to plan and use a fitness programme; they will assess their initial fitness to identify areas for improvement as well as plan their own personal fitness programme. They will then assess and revise this.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p>	<p>and identify the sources of these. Learners will also know about the importance of nutrition to health and well-being, they will understand the signs of mineral and vitamin deficiency and toxicity, and the importance of a balanced diet and hydration. Learners will know how to manage a healthy and balanced diet; they will understand how this could vary for some people and the benefits of specific diets. Lastly, students will create a personal healthy diet plan, and will follow this to see if they can identify any improvements to their health and wellbeing. They will also outline ways of promoting a healthy diet.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p>	<p>safeguarding. Students will each be able to plan a sports coaching session and will have opportunities to coach each other and younger peer groups. Students will deliver aspects of a sports coaching session to understand and demonstrate a conclusion/summary with the participants. To finish this unit students will evaluate their coaching session and be able to act on and understand feedback to make improvements.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p> <p>NCFE Level 1 Achieved.</p>	<p>sports event. They will outline ways to assist at an event, prepare to assist at that event and set personal objectives to achieve at a sports event. They will then act on these objectives by assisting in the event, and finally they will review the sports event including whether they met their objectives and whether the event was successful. They will be assisting in the organizing and running of the whole school sports day and will have the choice to run their own tournament based off the work that we will do together for sports day.</p> <p>This will be completed to an NCFE Level 2 standard in Y10. So that students have the opportunity to achieve Level 2 Diploma by the end of Y11.</p>
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