Year 10 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 4 curriculum planning

At key stage 4, students continue with English, maths, science (either separate or combined), PE, PSHCE and religious studies. All students also complete two blocks of computing lessons, ensuring that they have the IT and computing skills required for later life. To maintain a broad curriculum, we operate a 'stage not age' options process, where students complete these GCSEs in one year, in classes with both year 10 and 11 students. Whilst some subjects only run every other year, all students are given the opportunity to select the subjects of their choice within the options route to which they are directed. The first route requires students to select at least one language and one humanity to complete the traditional EBacc, with two free option choices. The second route requires students to select at least one language or humanities subjects, with the other three options choices completely open. However, we do recognise that not all of our students will be best suited to these routes and so, as a school that knows its students as individuals, we are able to provide personalised advice for every one of our students during the option selection process.

The option subjects currently offered at key stage 4 are: art & design, computing, creative iMedia, drama, engineering, enterprise & marketing, food preparation & nutrition, French, geography, history, hospitality & catering, IT, PE, photography, product design, Spanish. These subjects ensure a breadth of curriculum choices to allow all students to thrive, irrespective of their strengths and interests, and to allow them to select the required courses for progression towards their future aspirations.

Curriculum mapping – core subjects

English

Overall curriculum intent for year 10: We aim to continue to foster that desire for wider reading, seeking new experiences and presenting own perspectives. This last one becomes increasingly important as we become closer to the world of employment – interviews, personal statements for university, etc. We seek to explore deeper themes and encourage independent thought whilst also preparing pupils for life in the real world – how to spot fake news, how to recognise bias.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	LIT: Poetry anthology: Romantic poets. LIT Key text: *A Christmas Carol.* LANG: Transactional writing task.	LIT Key text: *A Christmas Carol.* LANG: unseen non-fiction. Reading: Paper 1, Section A.	LIT: Poetry anthology. LIT Key text: *Romeo and Juliet.*	LIT key text: *Romeo and Juliet.* LANG: Creative writing task.	LIT: Poetry anthology: war poems. LANG: Full English language Paper 1.	LIT: Poetry anthology: war poems. LANG: Paper 2, Section A.
Content mapping	Poems: - Ozymandias - Extract from The Prelude - London Charles Dickens: *A Christmas Carol.* Transactional writing.	Completion of *A Christmas Carol* and related context. English language: Paper 1, Section A.	Poem: - My Last Duchess William Shakespeare: *Romeo and Juliet.*	William Shakespeare: *Romeo and Juliet.* English language Paper 1, Section B.	Poems: - Charge of the Light Brigade - Remains - Poppies English language: Paper 1.	Poems: - Kamikaze - War Photographer - Storm on the Island End of year exams: Consolidation of learning over the year. English language Paper 2, Section A.
Key skills developed	LIT: How to analyse and compare poems on a given theme, making wider contextual links. How to plan and structure an essay-style response. LANG: Transactional writing formats. Planning and structuring context.	LIT: How to analyse and elicit connotations at word level, making links to the wider text and relevant context. LANG: How to select and retrieve information, analyse a given extract, examine how a text is structured for meaning and comment on a writers' methods.	LIT: How to analyse the presentation of a character, exploring the writer's methods and purpose, linking in relevant context.	LIT: How to analyse the presentation of a character, exploring the writer's methods and purpose, linking in relevant context. LANG: How to craft a piece of creative writing from an alternative viewpoint using *drop, shift, zoom, leave* and embedded a motif.	LANG: How to analyse language and structure. What? How? Why? How to craft a piece of creative writing from an alternative viewpoint using *drop, shift, zoom, leave* and embedded a motif.	LIT: How to analyse a character or theme using What? How? Why? and linking in relevant context. LANG: How to analyse language and structure. What? How? Why? How to craft a piece of creative writing from an alternative viewpoint using *drop, shift, zoom, leave* and embedded a motif.

Maths		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	Understanding that indices, roots, surds and standard form are all interconnected and are different representations of numbers.	Recognise that bearings are an effective way to describe a direction	Identify and use appropriate graphical representation involving discrete, continuous and grouped data. Use the concepts of product notation to identify the unique factorisation property of numbers.	Build on students experience to solve all types of ratio problems and make links with fractions, direct proportion and graphs.	Show expressions are equivalent and use algebra to construct arguments. Students have access to familiar and unfamiliar formulas, appreciating that the order of operations and inverse operations relate to all expressions and equations.	Using algebraic equations with other topics in mathematics and working with unknowns to support solving problems. Connecting topics, such as Pythagoras Theorem, plans and elevations to calculate volume and surface area of composite shapes.
	Content mapping	Sequences Indices, Roots, Surds & Standard Form	Trigonometry Angles & Bearings	Data Handling Types of Numbers, HCF/LCM and Prime factorisation	Ratios Fractions Percentages	Venn diagrams, Probability, Expanding and Factorising Changing the subject	Forming and solving equations, 2D and 3D shapes
	Key skills developed	Standard form is based on powers of 10 to express how big or small a number is, where powers can be a positive or negative whole number and that a negative power does not give a negative number. Changing numbers into standard form after a calculation has been carried out. Answers left in surd form as exact answers.	The ratio of corresponding sides in similar triangles is constant. How to choose the trigonometric ratio that can be used in a given situation. Ways to use trigonometry to solve problems involving an angle of depression or an angle of elevation. Apply exact trig values to find angles and lengths in right angled triangles.	Reading scales Identify the LCM/ HCF by listing and using prime factorisation	How to combine or split ratios	The subject of the formula is the variable that is being worked out and that it can be recognised as the letter on its own side of the equals sign. Use inverse operations to manipulate and balance formulae. Create Venn diagrams for given sets and find linked probabilities.	Properties of 2D and 3D shapes. A quadratic equation can have 0, 1 or 2 solutions. Identify and draw the front, side and plan elevation. Splitting a composite shape to find its area. Calculate exactly with multiples of pi. Ways to use Pythagoras theorem to find missing lengths/heights in pyramids or cones.

Biology

	Overall curriculum intent for year 10: To both broaden and deepen understanding of key biological principles from students' KS3 starting points.					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Intent for the topic	To understand the role of the immune system, vaccines and the impact of communicable and non-communicable diseases on health.		Understand the role photosynthesis plays in the global interdependence of organisms.		Understand the role respiration plays in the maintenance of life, and cells use the energy provided to grow and develop.	
Content mapping	**B2** Causes of disease, function of immune system, vaccines, plant defences	**B2** Non-communicable disease, heart and lung disease and treatments	**B3** Photosynthesis products and reactants, measuring rate	**B3** Enzymes, food chains and interdependence	**B4** Types of respiration, equations, measuring rate, fermentation, microscopy	**B4** Cell division: mitosis, meiosis, stem cells
Key skills developed	Calculating bacterial populations, using base 10 calculations. Understanding the ethical implications around vaccination.	Data analysis and trend identification in health data.	Measuring rate of photosynthesis experimentally, using gas collection and water uptake methods. Planning experiments to collect data.	Calculations involving energy transfer between trophic levels. Using source material to form opinions on species extinction. Field studies to examine species distribution.	Using a microscope to image tissues, planning and carrying out experiments to determine rates of reaction. Graph drawing of rate/ product concentration against time.	Identifying cells in mitosis from micrographs. Understanding the ethical implication of stem cell use.

Chemistry

	Overall curriculum intent for year 10: To both broaden and deepen understanding of key chemical principles from students' KS3 starting points.					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Intent for the topic	To understand how the Earth's atmosphere has changed historically and in response to human activity, as well as how we can improve the quality of both air and water.		Understand how metallic bonding results in metal properties and the range of ways we can extract metals from their ores.		Understand how bonding and structure of materials relates to their properties, how we can make use of these properties, and when we have used the materials, how their impact on the environment can be lessened.	
Content mapping	**C1**- development of atmosphere, pollutants	**C1-** Endothermic and exothermic reactions, clean water	**C3-** Metallic bonding, properties, methods of extraction, half equations	**C3-**Crude oil, cracking, fractional distillation, polymerisation	**C4**- properties of materials, testing, covalent bonding- simple and giant	**C4**- Carbon allotropes, nanoparticles,
Key skills developed	Identify the elements in a chemical formula.	Identify gases through conducting gas tests.	Be able to safely perform electrolysis.	Calculate empirical formula.	Test materials and identify their properties and	Calculate surface area: volume ratio for nanoparticles.

		Balance chemical equations.	Interpret graphs about climate change and be able to answer questions using this data. Interpret reaction profiles. Calculate bond energies.	Construct and complete half equations.		suitability for various uses.	

Physics	**Overall curriculum intent for year 10:** To both broaden and deepen understanding of key physical principles from students' KS3 starting points.							
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**	
	Intent for the topic	To understand how types of wave result in energy transfer and how this can be quantified		To understand the nature and hazards of radioactive materials, and how we can ensure these are safely handled.		To understand how forces result in motion, and how this motion can be expressed in terms of energy transfer		
	Content mapping	**P1** - electromagnetic waves, types of waves, speed of waves, interaction with materials		**P5**- structure of atom, isotopes, types and nature of radiation	**P5**-Half lives, activity net decline.	**P4** Acceleration, SUVAT, distance-time/velocity-time graph, force diagrams.	**P4** Momentum, vector diagrams, Newtons 2nd law, circular motion, reaction times.	**P4** Momentum, work done, safety in car crashes
	Key skills developed	Energy calculations and being able to rearrange equations to calculate all parts of a 3-part formula. Understanding issues facing the UKs energy supplies and potential solutions.		Understanding how to safely handle radioactive materials and the precautions to be taken.	Half-life graph drawing and interpretation-calculations from the graphs.	Graph drawing- using the correct layout and structure for D/T and V/T graphs. Calculations and rearranging.	Drawing vector diagrams and interpreting these. Collecting reaction time data and expressing this graphically.	Calculating using equations, carrying our practicals to determine g

Religious Studies

Overall curriculum intent for year 10: This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.
There are four sections: Islamic Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Muslim Beliefs	Living the Muslim Life	Crime and Punishment	Peace and Conflict	Revision and Exam Preparation	
Content mapping	Six beliefs, 5 Roots, Allah, Risalah, Holy Books, Malaikah Al Qadr and Akhirah	10 Obligatory Acts, Shahadah, Salah, Sawm, Zakah and Khums, Hajj, Jihad and Celebrations	Justice, Crime, Punishment, Forgiveness, Treatment of Criminals, the Death Penalty	Peace, Conflict, Just War Theory, Holy War, WMD, Issues surrounding conflict	Review of Christianity, Islam and Moral Issues	

Core PE

Overall curriculum intent for year 10: To promote enjoyment of sport and develop a lifelong love of being active and provide an understanding of the need to be physically fit.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
	* Whilst we do follow a timetable based on facility availability, this is not as strictly followed as KS3. For Core PE in KS4 the emphasis is on enjoyment and being active for as long as possible. Often activity choices will be based on what suits the individual groups.					
Content mapping	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis

Core computing (all students)

Overall curriculum intent for year 10: To provide all students with the IT and computing skills needed for the school education and the world of work in later life. This is covered as a six-week block of lessons as part of the

	Year 10
Intent for the topic	To develop IT skills that are required for both academic success but also the world of work in later life.
Content mapping	Forms, spreadsheets and effective use of office software (word processing and presentation). Understanding and troubleshooting internet connectivity.
Key skills developed	Microsoft Word: effectively structure, format, and edit documents for professional and academic purposes. Microsoft PowerPoint: designing visually engaging and informative presentations to convey complex ideas succinctly. Microsoft Forms: Develop the ability to create and analyse surveys and quizzes for data collection and assessment purposes. Acquire expertise in diagnosing and resolving network connectivity issues by understanding barriers to connectivity and how to improve them.

Curriculum mapping – options subjects

Drama	**Overall curriculum intent for year 10 & 11:** to develop creativity and critical thinking and foster a love of the performing arts					
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**
	Intent for the topic	To develop knowledge and understanding of theatre roles and responsibilities in the Performing Arts Industry, stage types and terminology To introduce study of Set Text	To develop imagination and creativity through devising skills	To develop skills of analysis and evaluation in response to live theatre To complete Devising Logbook NEA Assessment (Evaluating own performance work) To develop a personal response to Live Theatre (Evaluating the work of others) To continue Study of Set Text (Act 2)	To revise all sections of C1 written exam To develop and improve scripted acting skills and to complete C3 Scripted Drama Written mock exam	To revise Component 1 Section A Section B Section C
	Content mapping	Component 1 Section A Theatre roles and responsibilities Theatre Terminology Types of Stage and pros and cons Working Stage Areas Blood Brothers Act 1 Through a series of workshops, students practically explore different aspects of the first half of play in preparation for their component 1 written examination. Theatre visit to see Blood Brothers	NEA Component 2 Devising Devising from stimuli Logbook sections 1 & 2 Devised Performance C1 Sections A&B Revision	Devising Logbook section 3 Live Theatre Small Island – watch the digital performance and analyse evaluate performance aspects and design elements Blood Brothers Act 2 practically explore the second half of the play in preparation for their component 1 written examination.	Written exam practice questions C3 Practical exam rehearsal and examination	Exam practice questions Revision exercises Knowledge retrieval

Engineering		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	Unit 1- Practice - lamp	Unit 1 – phone holder	Unit 1 – phone holder finish and start Unit 2- Design engineering Mock exams will be within the earlier part of this HT (some flexibility added due to this).	Unit 2- Design engineering Complete all units and final preparation for Unit 3 (exam)	Preparation for Unit 3 (exam)
	Content mapping	Lamp manufacture Theory – engineering machines, engineering sectors, metals, plastics, joining methods, drawing techniques	CAD CAM to manufacture clamp components Lamp production plan Making Diary GANNT chart Risk assessment QC checks and evaluation	Phone holder evaluation Making diary Tidy up and completion of unit 1- lamp. Research and analysis of Unit 2- Design engineering specification Drawing techniques Ideas, evaluation development, modelling and CAD design Complete Unit 2- Design engineering Theory (most is recapping)– industrial processes, environment/sustainability, metals, plastics, joining methods, drawing techniques, conversions, maths skills, composites, modern and smart materials.		Exam practice
	Key skills developed	Engineering processes and equipment (marking up, saw, file, finishing techniques, lathe, drilling, Annealing/ bending, laser cutting, countersinking). CAD/CAM for lamp face and base. Quality assurance and Quality Control.	Engineering processes and equipment (marking up, saw, file, finishing techniques, lathe, drilling, Annealing/bending, CNC lathe, vacuum former).	QA & QC testing. Assembly Drawing methods Modelling methods 3D and 2D CAD design Basic IT skills (to create the assignment report)		Application of disciplinary knowledge as seen in prior 1-2 terms

Enterprise and marketing

Overall curriculum intent for year 10 & 11: The aim of the Enterprise and Marketing OCR National is to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. Students will get a great deal of benefit from this course as it will enable them to develop independent working skills and the ability to meet deadlines. They will get the confidence of knowing they can present their findings to adults that they do not fully know, and they will learn how to solve problems. These are all the things that will prepare them for the working world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	Learners begin to understand the importance of customers, the need to listen to them and the need to make products to suit their needs. Learners begin to look at key skills needed to run a business and to develop a product	Learners look at the importance of the product being priced correctly and the way customers need to know the product exists.	Learners look at the difference between large and big business and how they are organised.	Learners begin to look at key communication skills including presentation and verbal/non-verbal skills when pitching their idea.	To address the areas needed to be covered in coursework and to develop exam technique.
Content mapping	Learners discover the ways in which businesses target their customers and find out their needs. Learners see the key financial calculations needed to run a small business and how businesses look at their products and adapt them to increase sales. RO64 (Examination) L01, LO2, L03 RO65 (Coursework) Task 1, Task 2, Task 3	Learners examine the importance of pricing, including strategies they can use to attract customers. They see the various advertising methods that exist and promotional techniques businesses use. We look at customers and the importance of customer service. Finally, we look at the types of ownership that exist and how they can access finance. RO64 (Examination) L04, LO5 RO65 (Coursework) Task 4	In concluding the exam unit, we look at how business is organised by function. We start to look at branding and promotional methods used to attract customers. RO64 (Examination) LO6 RO65 (Coursework) Task 5 RO66 (Coursework) Task 1	Learners look at how to pitch a business idea, practice completing one and actually pitch to an audience. They review their performance. RO66 (Coursework) Task 2, Task 3, Task 4	RO64 (Examination) Resit LO1-6 RO65 and RO66 (coursework) must be submitted to the exam board by 15th May, with external moderation by the exam board completed after this date.

Food preparation and nutrition

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	An introduction to the theory of food preparation and nutrition	Continuation with the theory work, whilst completing a food science investigation.	The focus of this term is the second NEA, where students plan, prepare and evaluate their own dish. The theory side of the course is finished this term.		Revision and exam preparation	
Content mapping	Two practical lessons per week. Macro/micronutrients. Fruit and veg - five a day, provenance, seasonality, classification, food miles, nutrients. Meat & fish - types, science of meat, nutrients, choosing health meats, hygiene and storage, how it's grown/reared/processed. Eggs - structure, science of eggs, quality marks, using eggs. Life stages and nutrition, dietary considerations.	Two practical lessons per week. NEA1 - practicing planning an investigation (feedback to be given on this attempt) NEA theory - star charts, sensory analysis. NEA1 completion.	Bread and cereals - flours, multicultural breads, grains, milling of wheat into flour, processing, bread making process, nutrients. Trialling recipes for NEA2 Content taught in here will depend on the title for NEA2 Students need to choose their list of dishes by the end of half term 3. NEA2 dishes selected and teaching around skills for NEA2. NEA2 - planning, practical exams and evaluation.		Dairy - types of dairy, processing, types of milk, uses, storage, nutrients Revision & exam practice	
Key skills developed	H&S, Hygiene, preparation, heat and presentation skills for a variety of different food groups. Food science.	Developing hypothesis, investigation and research, practical experimentation (food trials) to prove or disprove hypothesis. Sensory analysis and evaluation.	Investigation into the task set (key skills will vary depending on the task set by the exam board). Make selection of dishes suitable for the task, demonstrating their skill set Sensory analysis and evaluation.		Application of key skills as seen in prior 2 terms	

French

Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about French culture as well as investigate current issues in the French speaking world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	**Topics covered:** **Identity and culture** Family and friends Technology in everyday life. **Grammar covered:** Adjective agreement, using the verbs avoir/ être, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.	**Topics covered:** **Identity and culture** Free time activities. Customs and festivals. **Grammar covered:** Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (aller)and using two past tenses together.	**Topics covered:** **Local, national and global areas of interest** Where I live. Charity and voluntary work/healthy living **Grammar covered:** Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.	**Topics covered:** **Local, national and global areas of interest.** Environment/poverty and homelessness. Holidays and travel/regions of France. **Grammar covered:** Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that…+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.	**Topics covered:** **Current and future study and employment**. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions. **Grammar covered:** Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with avoir. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.
Content mapping	Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.	Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about French local customs, learning about customs in the Francophone world.	Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from French speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.	Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a French region.	Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.

Geography

Overall curriculum intent for years 10 & 11: Students will travel the world from the classroom, exploring case studies in the UK, higher income countries, newly emerging economies, and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Intent for the topic	Physical landscapes in the UK **Coasts and Rivers**	The changing Economic World	The challenge of Resource Management **Global water**	Urban issues and challenges	The Living World **Rainforests and Hot Deserts**	Geographical applications, skills and pre-release	The challenge of natural hazards **Earthquakes, tropical storms, and extreme weather**
Content mapping	We look at physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. Recognising the UK is made up of a range of landscapes. Identifying the processes involved in shaping the coastline and river systems. Evaluating various management strategies used to protect these landscapes and how the change in climate is having an impact on them both.	Understand why there are global variations in economic development and quality of life. Identify strategies for reducing the development gap. Explain why NEEs experience rapid economic development which leads to significant social, environmental and cultural change. Understand how changes in the economy of the UK have affected employment patterns and regional growth.	Understand how food, energy and water are fundamental to human development and how the change in demand and provision of resources in the UK creates both opportunities and challenges. On a global scale, we investigate why water supplies can be insecure and how this can lead to conflict. We evaluate different strategies to make water supplies more sustainable.	Identify how human processes and systems change both spatially and temporally looking specifically at global patterns of urban change. Understanding why a growing % of the population lives in urban areas and how this can create both opportunities and challenges. Urban change in UK cities can lead to a variety of social, economic, and environmental opportunities and challenges. Investigating ways of moving towards urban sustainability.	Looking at how people and physical systems interact. Identifying the interactions between living and non-living components of an **ecosystem**. What are the distinctive characteristics of a **rainforest** and **hot deserts**? What are the impacts facing rainforests and can this be managed sustainably? Investigating how the desert can create both opportunities and challenges and identify ways we manage desertification.	We investigate two contrasting geographical enquiries. One showing the interaction between human and physical geography – *'how effective are the groynes at Cleveleys?'* One human fieldwork enquiry *'does deprivation increase with distance from the sea?'* Applying graphical skills such as latitude and longitude, 4 and 6 figure grid references, using scale, drawing cross sections. Interpreting sources of data (including mathematically).	Explaining how natural hazards pose a threat to people and property and identifying how the effects and responses vary between areas of contrasting wealth. Understanding that global atmospheric circulation helps determine weather patterns and climate focussing on tropical storms and extreme weather in the UK. Investigating ways to manage climate change through mitigation and adaption.

History		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	To cover the first part of the Medicine and Germany units.	To complete the Germany unit and the Medicine unit up to the 20th century.	To complete the Medicine unit up to the present day. To cover the first part of the Superpower Relations and Early Elizabethan England units.	To continue covering the Superpower Relations and Early Elizabethan England units.	To complete the Superpower Relations and Early Elizabethan England units. To spend several weeks on revision and exam practice.
	Content mapping	GERMANY Weimer Republic – 5 problems. The Stresemann Years. MEDICINE Medicine in the trenches of the Western Front, 1914-18 (complete from Drop Down Days) Medieval medicine c1250-c1500. Renaissance medicine c1500-c1700	GERMANY Hitler's rise to power. The Nazi State. MEDICINE Medicine in Industrial Britain. Medicine since 1900 – new ideas about the cause of illnesses. Medicine since 1900 – developments in treatments.	SUPERPOWER RELATIONS Origins of the Cold War. The Berlin Crisis. The Hungarian Uprising. The Berlin Wall. MEDICINE Preventing illness since 1900. The fight against lung cancer. ELIZABETHAN ENGLAND Queen, government and religion 1558-69.	SUPERPOWER RELATIONS The Cuban Missile Crisis. Czechoslovakia 1968 End of the Cold War – flashpoints. ELIZABETHAN ENGLAND Challenges at home and abroad 1569-88. Education and leisure. Poverty.	SUPERPOWER RELATIONS The collapse of Soviet control. ELIZABETHAN ENGLAND Voyages of discovery. Raleigh and Virginia. REVISION AND EXAM PRACTICE.
	Key skills developed	Causation Consequence Similarity/difference Continuity/change Significance Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.	Causation Consequence Similarity/difference Continuity/change Significance Source skills – inference, utility. Differing interpretations.	Causation Consequence Similarity/difference Continuity/change Significance.	Causation Consequence Similarity/difference Continuity/change Significance.	Causation Consequence Similarity/difference Continuity/change Significance. Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.

Hospitality and catering

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Unit 1: LO4 Know how food can cause ill health LO1 Understand the environment which hospitality and catering providers operate	Unit 2: LO1-3 Understanding the importance of nutrition Factors affecting menu planning How to plan production	Developing and applying Unit 2 prior knowledge from last term. To include: How to prepare and make dishes Presentation techniques Food safety practices NEA start	Developing and applying Unit 2 prior knowledge from the last 2 terms. NEA Preparation for practical exams Practical Exams here.	Revision Preparation for written exam	
Content mapping	Unit 1 - LO4 Food related causes of ill-health Symptoms of ill health Control measures EHO Unit 1 - LO1 Commercial/Non-commercial Food Service Star Rating Working in the industry Working Conditions Contributing factors to success	Unit 2 Menu Planning How to plan production Dovetailing & sequencing Skills / Complexity Food Safety Practices Evaluations Macro/Micro Lifestyles Special dietary needs Cooking methods	Coursework/NEA introduction Unit 1 - LO2 Operations Front/Back of House Customer requirements Meeting specific needs Planning for NEA	NEA Use techniques in preparation of commodities. Assure quality of commodities to be used in food preparation Use techniques in cooking of commodities Complete dishes using presentation techniques Use food safety procedures	All of the prior content including unit 1 L03 recap Revision and exam practice	
Key skills developed	Apply H&S and hygiene techniques in practical lessons Knife skills, fruit and vegetable preparation, preparing combining and shaping, tenderise and marinate, weigh and measure, equipment use, water-based methods using the hob, dry heat and fat-based methods using the hob, grill use, oven use, sauces, raising agent use, dough, readiness testing, judging and manipulating sensory properties Effective use of time in practical (organisation) Troubleshooting issues during practical				Application of key skills as seen in the prior two terms.	

PE GCSE

Overall curriculum intent for year 10 & 11: We introduce students to a wide range of topics and concepts, enabling them to fully experience the subject which gives a good clear basis for those who wish to build on this at A Level. Students also get to see where they fit in with physical activity and sport and how to improve their performance. Students will also sit examination papers, two one-hour papers worth 60 marks each, alongside the NEA where students complete three sports and one performance analysis tasks.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	Theory: **Section 1 -** Physical Factors affecting performance **Section 2** - Socio-cultural issues and sports psychology **Practical:** Progression in performance	Theory: **Section 1 -** Physical Factors affecting performance **Section 2** - Socio-cultural issues and sports psychology **Practical:** Progression in performance	Theory: **Section 1 -** Physical Factors affecting performance **Section 2** - Socio-cultural issues and sports psychology **Practical:** Progression in performance	Theory: **Section 1 -** Physical Factors affecting performance **Section 2** - Socio-cultural issues and sports psychology **Practical:** Progression in performance and AEP coursework	Theory – **Section 1 -** Physical Factors affecting performance **Section 2** - Socio-cultural issues and sports psychology **Practical** moderation (first week in May); following this all practical complete
Content mapping	1.1 Structure and Function of Skeletal System 1.2 Structure and Function of Muscular System 2.1 Engagement patterns 2.4 Sport Psychology Athletics / Table Tennis	1.3 Movement Analysis 1.4 Cardiovascular and respiratory systems 2.2 Commercialisation of sport Netball	1.5 Effects of exercise on the body 1.6 Physical Training 2.3 Ethical issues in sport 2.4 Sport Psychology Handball	1.7 Principles of Training 1.8 Preventing injury in physical activity and training 2.5 Health, Fitness, Wellbeing	Revision and exam technique

Photography

Overall curriculum intent for year 10 & 11: Pupils will have two coursework projects, a mini one and a main one. Pupils will then sit an externally set task from 1st February to the exam, which is just after Easter.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	**Mini Coursework** Pupils will complete a small coursework on a theme.	**Main Coursework** Pupils will complete their main coursework on a theme.	**Exam Preparation** Pupils will select a theme from the exam board.		**Exam completed**, with additional work added to their coursework.
Content mapping, with key skills developed	**AO1- Develop**: Develop ideas through investigations, demonstrating critical understanding of sources.				
	AO2- Refine: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				
	AO3- Research: Record ideas, observations and insights relevant to intentions as work progresses.				
	AO4- Present: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.				
	Pupils will complete their "A selection of further work" section of Component 1. Pupils will produce a mini project based on a title the teacher will give them. Pupils will be expected to complete work that will fit in with all four of the assessment objectives, such as drawings, annotations, artist study pages, refinement, experimentation, and a personal outcome at the end.	Pupils will start their next section of Component 1: Sustained focus. This coursework is sustained over more time than that of the mini project. Pupils will be given a timeframe to work to and will do work to fit in with the four assessment objectives. Pupils will complete all sections of the coursework requirements except for the final piece/evaluation, which will be completed in January. The project title will be determined by the teacher.	Pupils will complete Component 1 by completing their final piece and writing their evaluation. This is submitted for marking on 31st January. From 1st February, pupils will be given the exam papers for their final exam. Pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam preparation in a sketchbook ready to sit the exam after returning to school after Easter.	Pupils will continue with their exam preparation work from the previous half term. Pupils will complete all aspects of the exam preparation in a sketchbook ready to sit the exam after returning to school after Easter.	Pupils will sit their exam in the first weeks back after Easter, depending on the dates of the Easter holiday. If Easter is early, pupils will continue to work on their exam preparation for a couple of weeks. Pupils' exam work will be assessed and marks will be sent off to the exam board ready for moderation in June

Product Design	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	Tea light holder project, Skills & theory	NEA & theory	NEA & theory Mock exams will be within the earlier part of this HT	NEA & Exam revision	Contingency – Time to complete NEA if needed and revise for exam
Content mapping	Use tools, machines, and techniques to manufacture a Tea light holder. Develop 3D CAD skills. Develop materials and manufacturing theory (timber, plastics& smart). Develop drawing and presentation skills. Iterative design.	Develop electronics mechanisms, CAD CAM theory. NEA Analysing a design brief, Product analysis, Specification. production methods, new & emerging technology, energy, green design and design strategies.	Initial ideas Modelling techniques Refining and evaluating ideas (development design) CAD Final design idea Develop materials and manufacturing theory (smart, metal and adhesives).	Final design idea Prototype production Making diary Orthographic projection Test and evaluate finished prototype Theory – textiles, forces & structures, cultural/social/ economic factors, materials and manufacturing (paper and board).	Final deadline for NEA - 27th March Four weeks after Easter break to ensure final moderation and tweaks done. This time will also include revision exercises and exam practice. All NEA work submitted to the exam board by 15th May.
Key skills developed	CAD CAM to manufacture the Tea light holder, finishes, potential use of the following methods, depending on students, Laser cutter, Use of jigs vacuum forming, 3D printing, line bending, annealing, vinyl cutter. 3D CAD software	Desktop and internet research skills. Investigate existing products. Further Research – This will be exam board context specific (students have a choice from six contexts, this could include research on: User, dimensions, analysis, etc.) Generating analysis. Specifications and ideas.	Design skills to create initial, development and final ideas. Iterative design process. Modelling techniques CAD	Prototype production - This will be exam board context specific (students have a choice from six contexts). Apply H&S techniques in the workshop Use of workshop tools, CAD/CAM, assembly and finishing techniques to manufacture their product. Effective use of time in practical (organisation).	Continuation from half terms 2-4.

Spanish

Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about Spanish culture as well as investigate current issues in the Spanish speaking world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	**Topics covered:** **Identity and culture** Family and friends Technology in everyday life. **Grammar covered:** Adjective agreement, using the verbs ser/estar, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.	**Topics covered:** **Identity and culture** Free time activities. Customs and festivals. **Grammar covered:** Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (ir) and using two past tenses together.	**Topics covered:** **Local, national and global areas of interest.** Where I live. Charity and voluntary work/healthy living **Grammar covered:** Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.	**Topics covered:** **Local, national and global areas of interest.** Environment/poverty and homelessness. Holidays and travel/regions of Spain. **Grammar covered:** Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that…+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.	**Topics covered:** **Current and future study and employment**. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions. **Grammar covered:** Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with tener. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.
Content mapping	Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.	Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about Spanish local customs, learning about customs in the Hispanic world.	Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from Spanish speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.	Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a Spanish region.	Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.