

**GWA Curriculum Map – Year 10**

<b>Subject</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>English</p> <p>Language and Literature are taught concurrently. Therefore, the skills for both are interweaved throughout the course. Literature texts lead the learning with language skills taught within these modules. The pupils will receive two separate GCSEs at the end of the course.</p>	<p>The Modern text: 'Lord of the Flies' by William Golding OR 'Blood Brothers' by Willy Russell <b>English Literature Paper 2, section A</b></p> <p><b>Focus on:</b> Creative writing. English Language Paper 1, section B</p>	<p>The Modern text: 'Lord of the Flies' by William Golding OR 'Blood Brothers' by Willy Russell <b>English Literature Paper 2, section A</b></p> <p><b>Focus on:</b> Essay writing. Statement questions. <b>English Language Paper 1, section B</b></p>	<p>Poetry: 'Power and Conflict' anthology. <b>English Literature Paper 2, section B</b></p> <p><b>Focus on:</b> Unseen element of poetry. <b>English Literature Paper 2, section C</b></p>	<p>Poetry: 'Power and Conflict' anthology. <b>English Literature Paper 2, section B</b></p> <p><b>Focus on:</b> Comparative essays on anthology poems. <b>English Literature Paper 2, section B</b></p>	<p>Shakespeare: 'Macbeth' <b>English Literature Paper 1, section A</b></p> <p><b>Focus on:</b> Writing for purpose <b>English Language Paper 2, section B</b></p>	<p>Shakespeare: 'Macbeth' <b>English Literature Paper 1, section A</b></p> <p><b>Focus on:</b> Extract based essay writing based on whole play. <b>English Literature Paper 1, section A</b></p>
<p><b>Maths - Foundation</b></p>	<p><b>Graphs</b> Plotting co-ordinates, <math>y=mx+c</math>, real-life graphs <b>Transformations</b> Translation, reflection,</p>	<p><b>Ratio and proportion</b> Simplifying, dividing, converting units, comparing with ratios and proportion</p>	<p><b>Probability</b> Expected probability, experimental probability, sample spaces, Venn diagrams, tree diagrams</p>	<p><b>Constructions, loci and bearings</b> 3D shapes, plans and elevations, accurate drawings, constructions, loci and bearings</p>	<p><b>Quadratic equations and graphs</b> Manipulation, plotting graphs, solving equations</p>	<p><b>Perimeter area and volume</b> Circumference and area of a circle, sector areas and arc length, volume and surface area</p>

	rotation and enlargement	<b>Right-angled triangles</b> Pythagoras's theorems and SOHCAHTOA	<b>Multiplicative reasoning</b> Percentages, interest, decay, speed, distance and time			
<b>Maths - Higher</b>	<b>Equations and inequalities</b> Solving quadratics, completing the square, The Quadratic Formula, simultaneous equations, linear inequalities <b>Probability</b> Expected probability, experimental probability, sample spaces, Venn diagrams, conditional probability, tree diagrams and set notation	<b>Multiplicative reasoning</b> Percentages; interest; decay; speed, distance and time; pressure and density <b>Similarity and congruence</b> Similar shapes, congruent shapes, geometric proof, 3D similar shapes	<b>Trigonometry</b> Graphs of functions, Cosine Rule, Sine Rule, Sine Area Rule, solving 2D trig problems, solving 3D trig problems, transforming graphs <b>Further statistics</b> Sampling cumulative frequency, box plots and histograms	<b>Equations and graphs</b> Solving simultaneous equations graphically, graphing inequalities, graphs of quadratics, cubic graphs	<b>Circle theorems</b> Find missing angles within circles and prove the circle theorems	<b>Algebra</b> Rearranging formulae, algebraic fractions, surds, functions, proof
<b>Biology</b>	Preventing and Treating Disease, Non-	Preventing and Treating Disease, Non-	Photosynthesis	Respiration	Human Nervous System	Required Practical skills practice and consolidation

	Communicable Diseases	Communicable Diseases				
<b>Chemistry</b>	Chemical Change, Crude Oil and Fuels	Energy Changes, Rates and Equilibrium		Chemical Analysis, Earth's Atmosphere		Required Practical skills practice and consolidation
<b>Physics</b>	Molecules and Matter	Radioactivity	Forces in Balance, Motion, Force and Motion	Forces in Balance, Motion, Force and Motion	Forces and Pressure, Waves and EM Spectrum	Required Practical skills practice and consolidation
<b>Combined Science</b>	Chemistry: Chemical calculations, Chemical Change, Crude Oil and Fuels Biology: Communicable Diseases, Preventing and Treating Disease	Biology: Non-Communicable Diseases Physics: Molecules and Matter Chemistry: Energy Changes, Rates and Equilibrium	Physics: Radioactivity, Forces in Balance Biology: Photosynthesis	Physics: Forces and motion Chemistry: Chemical Analysis, Earth's Atmosphere	Biology: Respiration, Human Nervous System Physics: Waves and EM Spectrum	Required Practical skills practice and consolidation
<b>History</b>	Medicine Through Time: believed causes, treatment and care in the Middle Ages and early Renaissance	Medicine Through Time: believed causes, treatment and care in the Renaissance and during the industrial revolution	Medicine Through Time: believed causes, treatment and care in the twentieth and twenty first centuries	Treatment, care and surgery on the British sector of the Western Front. Elizabethan England 1558 to 1584: domestic threats and division	Elizabethan England 1584 to 1588: rivalry and conflict with Spain.	Elizabethan England: life, education, pastimes, exploration and poverty

<b>Geography</b>	<p>The Living World:</p> <ul style="list-style-type: none"> <li>- Ecosystems</li> <li>- Tropical Rainforests</li> <li>- Cold Environments</li> </ul>	<p>Economic World:</p> <ul style="list-style-type: none"> <li>- Economic development</li> <li>- Development gap</li> <li>- Rapid development</li> <li>- Development in the UK</li> </ul>	<p>Hazards:</p> <ul style="list-style-type: none"> <li>- Natural hazards</li> <li>- Tectonic hazards</li> <li>- Weather hazards</li> <li>- Climate change</li> </ul>	<p>Resource Management:</p> <ul style="list-style-type: none"> <li>- Resource management</li> <li>- Food and water</li> <li>- Energy</li> </ul>	<p>Review of Year 10 Units</p>	<p>Fieldwork</p>
<b>Philosophy &amp; Religion</b>	<p>Them A – Relationships and Families</p>	<p>Islam - Beliefs</p>	<p>Theme B – Religion and life</p>	<p>Islam - Practices</p>	<p>Islam - Practices</p>	<p>Recap, Revision and Exam Technique</p>
<b>French</b>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Describing people</li> <li>- Places in town and activities</li> <li>- Making arrangements to go out</li> </ul> <p>Talking about role models</p>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Sports and music</li> <li>- Talking about your life online</li> <li>- Books, TV, actors and films</li> </ul>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Food and meals</li> <li>- Shopping for clothes</li> <li>- Using polite language</li> </ul> <p>Celebrations, festivals and traditions</p>	<p><b>Theme: Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>- Talking about where you live, weather and transport</li> <li>- Describing a town</li> <li>- Asking the way</li> </ul>	<p><b>Theme: Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>- Describing a region</li> <li>- Discussing what to see and do</li> <li>- Discussing plans and weather</li> </ul> <p>Describing community projects</p>	<p><b>Theme: Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>- Discussing holidays and weather</li> <li>- Booking accommodation and reviewing hotels</li> </ul> <p>Ordering in a restaurant</p>
<b>Spanish</b>	<p><b>Theme: Local area, holiday and travel</b></p>	<p><b>Theme: School</b></p> <ul style="list-style-type: none"> <li>- Giving opinions</li> </ul>	<p><b>Theme: Identity and culture</b></p>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Free time</li> </ul>	<p><b>Theme: Identity and culture</b></p>	<p><b>Theme: Local area, holiday and travel</b></p>

	<ul style="list-style-type: none"> <li>- Discussing past holidays and weather</li> </ul> <p>Booking accommodation and dealing with problems</p>	<p>about school subjects and teachers</p> <p>Describing school day</p>	<ul style="list-style-type: none"> <li>- Socialising and family</li> <li>- Describing people</li> <li>- Social networks</li> </ul> <p>Making arrangements</p>	<ul style="list-style-type: none"> <li>- TV and films</li> </ul> <p>Sports and hobbies</p>	<ul style="list-style-type: none"> <li>- Holidays</li> </ul> <p>Talking about what's trending</p> <p>Discussing different types of entertainment</p>	<ul style="list-style-type: none"> <li>- Talking about places in a town and shops</li> <li>- Describing features of a region</li> </ul> <p>Shopping for clothes and presents</p>
Core PE	<p><b><u>Students opt for a 'PE Pathway' In either:</u></b></p> <ul style="list-style-type: none"> <li>- 'Boys Teams Pathway'</li> <li>- 'Girls Teams Pathway'</li> <li>- 'Individual Pathway.'</li> </ul> <p><i>NB: Students on all pathways participate in all PE curriculum activities, but more time is spent on their chosen pathway, allowing them more ownership of their learning.</i></p>	<p><b><u>Boys pathway example:</u></b></p> <p>Pathway 2 – Multi-sport (Team activity)</p> <p>Alternative 2 - OAA</p>	<p><b><u>Boys pathway example:</u></b></p> <p>Pathway 3 – Net/Wall games</p> <p>Alternative 3 - Leadership</p>	<p><b><u>Boys pathway example:</u></b></p> <p>Pathway 4 – Invasion games</p> <p>Alternative 4- Multi-sport (Individual activity)</p>	<p><b><u>Boys pathway example:</u></b></p> <p>Pathway 5 – Striking &amp; fielding.</p> <p>Alternative 5 - Athletics</p>	<p><b><u>Boys pathway example:</u></b></p> <p>Pathway 6 – Multi-sport</p> <p>Alternative 6 – Net/Wall</p> <p><b>Certificate awarded for completion of chosen pathway.</b></p>
GCSE PE	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Health &amp; Fitness</li> <li>-Sedentary lifestyle</li> <li>-Obesity &amp; effects</li> <li>-Somatotypes</li> </ul>	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Skeletal system</li> <li>-Muscular system</li> <li>-Exam technique</li> </ul> <p><b><u>Practical -</u></b></p>	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Respiratory system</li> <li>-Cardiovascular system</li> </ul>	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Skill classification</li> <li>-Goal setting</li> <li>-Information processing</li> <li>-Exam technique</li> </ul>	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Health and fitness</li> <li>-Components of fitness</li> <li>-Fitness testing</li> </ul>	<p><b><u>Theory -</u></b></p> <ul style="list-style-type: none"> <li>-Coursework</li> <li>-Revision</li> <li>-Exam technique</li> </ul> <p><b><u>Practical -</u></b></p>

	<ul style="list-style-type: none"> <li>-Energy use</li> <li>-Exam technique</li> <li>-Balanced diet</li> </ul> <p><b>Practical -</b> Trampolining Basketball Football -boys</p>	Rugby Netball Volleyball	<p>Aerobic and anaerobic exercise</p> <ul style="list-style-type: none"> <li>-Effects of exercise</li> </ul> <p><b>Practical -</b> Trampolining Badminton Football-girls</p>	<p><b>Practical -</b> Handball Futsal Table tennis</p>	<ul style="list-style-type: none"> <li>-Principles of training</li> <li>-Methods of training</li> <li>-Injury</li> <li>-Altitude training</li> <li>-Warming up/cooling down</li> </ul> <p><b>Practical -</b> Athletics</p>	-Coursework
<b>Music</b>	<p><b>Performance - Solo</b> performance.</p> <p><b>Listening and Appraising-</b> Popular Music – Musicals, Beatles</p>	<p><b>Composition –</b> starting composition 1</p> <p><b>Performance – Ensemble</b> Performance</p> <p><b>Listening and Appraising-</b> Popular Music - Film and Computer/Popular from 1990's</p>	<p><b>Composition –</b> Continuation of composition 1</p> <p><b>Performance –</b> Solo Performance</p> <p><b>Listening and Appraising- AoS1</b> Western Classical tradition 1650 - 1910</p>	<p><b>Composition –</b> completion of composition 1</p> <p><b>Performance –</b> Ensemble Performance</p> <p><b>Listening and Appraising- AoS1</b> Western Classical tradition 1650 - 1910</p>	<p><b>Composition –</b> starting composition 1</p> <p><b>Performance –</b> Solo Performance</p> <p><b>Listening and Appraising- AoS4</b> Wester Classical tradition since 1910</p>	<p><b>Composition –</b> starting composition 1</p> <p><b>Performance –</b> Ensemble Performance</p> <p><b>Listening and Appraising- AoS4</b> Wester Classical tradition since 1910</p>
<b>Dance</b>	<p><b>Practical</b> Intro to Contemporary Dance, Performance Skills and Choreographic Devices</p>	<p><b>Practical</b> Anthology - <i>E of E</i> and <i>Infra</i></p> <p><b>Theory</b> <u>Section C</u> Anthology -</p>	<p><b>Practical</b> Learning of set phrase - <i>Breathe</i> Performance skills Exploration workshop for duet/trio performance</p>	<p><b>Practical</b> Exploration and Recreation of <i>A Linha Curva</i> Learning of set phrase – <i>Flux</i> Choreographic process –</p>	<p><b>Practical</b> Anthology – <i>Artificial Things</i> Choreographic process – mock solo</p>	<p><b>Practical</b> Anthology – <i>Within Her Eyes</i> Duet/trio performance</p> <p><b>Theory</b></p>

	<p>Recreation of Shadows</p> <p><b>Theory</b> <u>Section C</u> Intro to Anthology - <i>Shadows</i></p>	<p><i>Emancipation of Expressionism and Infra</i></p> <p>Introduce comparison of set works</p>	<p><b>Theory</b> <u>Section A &amp; B</u> Performance and appreciation of own work</p>	<p>stimulus research task</p> <p><b>Theory</b> <u>Section C</u> Anthology – A <i>Linha Curva</i> <u>Section A</u> Choreographic processes</p>	<p><b>Theory</b> <u>Section C</u> Anthology - <i>Artificial Things</i></p>	<p><u>Section C</u> Anthology – <i>Within Her Eyes</i> Comparison of set works</p>
<b>Drama</b>	<p><b>DNA by Dennis Kelly</b> (Component 3-written exam)</p> <p>Themes, Original Performance Context, Performance skills. Use of Space, How to write in Drama</p>	<p><b>DNA, Exam Technique and Live Theatre</b> (Component 3-Written exam)</p> <p>Watch 2 pieces of Live Theatre Online and develop skills in analysis, Look at exam questions on: rehearsal technique, character, staging, lighting, costume, voice, movement and directing.</p>	<p><b>Style</b> (Component 1 Devising)</p> <p>Each week we will look at a different style. The conventions and application of style.</p>	<p><b>Devising Practise</b> (Component 1)</p> <p>Using a historical stimuli from the exam board students will select a style and will produce a mock-devised piece.</p>	<p><b>Devised Assessment</b> (Component 1)</p> <p>Students will use the official stimuli from the board to prepare ideas for their devised performance. Working in groups students will select a style and start completing their creative log (coursework)</p>	<p><b>Devised Assessment</b> (Component 1)</p> <p>Students will complete their coursework, perform their devised pieces and complete an evaluation in controlled conditions. This will form 40% of their course and is externally moderated.</p>

<p><b>DT</b></p> <p><b>GCSE Food</b></p>	<p><b>Toolbox project</b></p> <p>Protein, fats, Carbohydrates, vitamins, minerals, function of ingredients and NEA task.</p>	<p><b>Toothbrush design &amp; packaging</b></p> <p>Nutritional needs of different age groups, diet related health problems, energy needs, why is food cooked, heat transfer and planning meals for different groups. Mini NEA.</p>	<p><b>How's it made</b></p> <p>Cooking methods, changing properties of proteins, changing properties of carbohydrates, change properties of fats,</p>	<p><b>The contemporary home</b></p> <p>Food spoilage, food poisoning, raising agents, factors that influence food choice, International Cuisine. Jointing chicken. Mini NEA.</p>	<p><b>NEA practice project</b></p> <p>Food labelling, sensory testing, grown, reared and caught foods. Food Miles and carbon foot print.</p>	<p><b>NEA</b></p> <p>Global food production, primary and secondary processing, food fortification and modification.</p>
<p><b>Art</b></p>	<p><b>Theme: Distortion</b></p> <p>Introduction to topic "Distortion" Research artist Henrietta Harris &amp; create a response to her artwork. Photography &amp; observational studies.</p> <p><b>Assessment objectives 1 &amp; 3</b></p>	<p><b>Theme: Distortion</b></p> <p>Research the artist Lee K &amp; respond to his skills &amp; techniques. Observational studies &amp; ideas.</p>	<p><b>Theme: Distortion</b></p> <p>Development of ideas relevant to topic Distortion inspired by artist &amp; cultural research.</p>	<p><b>Theme: Distortion</b></p> <p>Development of ideas relevant to topic Distortion inspired by artist &amp; cultural research. Experimentation with materials, techniques &amp; processes relating to chosen design idea.</p>	<p><b>Theme: Distortion</b></p> <p>Experimentation with materials, techniques &amp; processes relating to chosen design idea. Final piece mock-up.</p>	<p><b>Theme: Distortion</b></p> <p>Final piece or pieces in response to the starting point distortion.</p> <p>Written evaluation to the project.</p>



		<b>Assessment objectives 1 &amp; 3</b>	<b>Assessment objective 1</b>	<b>Assessment objective 2</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 4</b>
<b>Textiles</b>	<p>Introduction to topic "Under the sea"</p> <p>Artist research, sketchbook presentation, mood boards, mark making, observation studies</p> <p>AO1/102/A03</p>	<p>"Under the Sea."</p> <p>Artist Research, Workshops based on Artist research and development of drawings. Continuation of drawing and mark making techniques.</p> <p>AO1/AO2/AO3</p>	<p>"Under the Sea."</p> <p>Arist research, Sewing Machines, Dyeing Techniques, development of ideas inspired by artist &amp; Cultural research.</p> <p>AO1/AO2/AO3</p>	<p>"Under the Sea."</p> <p>Development of ideas relevant to topic. Workshops on digital aided design. Cultural and Artist Inspired research with materials and techniques and processes relating to design ideas.</p> <p>A02</p>	<p>"Under the Sea."</p> <p>Experimentation with materials, techniques and processes relating to chosen design idea's and final mock up of end design. E.g. Interiors, fashion bases or Fine Art.</p> <p>A02</p>	<p>" Under the Sea."</p> <p>Final Outchome or pieces of Under the Sea theme.</p> <p>Written Evaluation.</p> <p>A04</p>
<b>Computing</b>	<p><b>Theory:</b> Data Storage</p> <p><b>Practical:</b> Computational Thinking</p>	<p><b>Theory:</b> Data Storage</p> <p><b>Practical:</b> Designing, Creating and Refining Algorithms</p>	<p><b>Theory:</b> Architecture of the CPU</p> <p><b>Practical:</b> Data Types</p>	<p><b>Theory:</b> Systems and Storage</p> <p><b>Practical:</b> Programming Fundamentals</p>	<p><b>Theory:</b> Secondary Storage and Networks</p> <p><b>Practical:</b> Programming Skills</p>	<p><b>Theory:</b> Networks and Topologies</p>

Paper 1 – Investigating Small Businesses						
<b>Business Studies</b>	<b><u>Understanding Enterprise:</u></b> The Fundamentals of Enterprise and Entrepreneurship	<b><u>Business Start-ups:</u></b> Types of businesses Start-ups	<b><u>Spotting a Business Opportunity:</u></b> Market Research, Market Mapping and The Competitive Environment.	<b><u>Finances for Start-ups and Small Businesses:</u></b> Revenue, Costs and Profit, Break-Even Analysis and Sources of Finance.	<b><u>Marketing for Start-ups and Small Businesses:</u></b> Four Ps of the Marketing Mix	<b><u>External Influences on Business:</u></b> Legislation and The Economic Climate and
<b>PSHE &amp; Core P&amp;R</b>	Transition to KS4 and Mental Health	Healthy Body	BE Internet Citizens	The Ethics of Substance use	Religion in Society and the media	Medical Ethics
<b>ASDAN</b>	<b><u>Managing Social Relationships</u></b> Exploring individuals behaviour in social situations and helping Students interact and communicate with others in positive ways.	<b><u>Healthy Living Part 1</u></b> Introducing students to ways they can contribute to a healthy lifestyle whilst encouraging them to engage with activities that will improve their own lifestyle and wellbeing.	<b><u>Community Action Part 1</u></b> Students develop an understanding of the function of Community groups and engage them in local community activities.	<b><u>Community Action Part 2</u></b> Through this continued process the students will be able to recognise the benefits of these activities for themselves and the community.	<b><u>Healthy Living Part 2</u></b> A continuation from Term 2 with students developing their understanding of how risks to health may be avoided.	<b><u>Preparation for Work</u></b> In this unit students learn about employability, the application/interview process and working life. Students are given the opportunity to explore their own skills and qualities, matching them to the requirements of the workplace.