



**St Bede's**  
Catholic School  
& Sixth Form College  
Lanchester



# St Bede's Curriculum

2019 - 2020

Year 10





Year 10 Maths (Foundation)		
Term 1	Term 2	Term 3
Real-life graphs Straight-line graphs Transformations translations, rotations, reflections, enlargements and combinations Ratio Proportion Right-angled triangles: Pythagoras and trigonometry Probability I	Probability II Multiplicative reasoning Plans and elevations Constructions, loci and bearings Quadratic equations: expanding and factorising Quadratic equations: graphs	Circles, cylinders, cones and spheres Fractions and reciprocals Indices and standard form Similarity and congruence in 2D Vectors

# Maths

## Year 10 Curriculum



Year 10 Maths (Higher)		
Term 1	Term 2	Term 3
Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics  Circle theorems  Circle geometry  Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof functions.	Vectors and geometric proof  Reciprocal and exponential graphs; Gradient and area under graphs  Direct and inverse proportion  Revision	Revision and exams



Year 10 English		
Term 1	Term 2	Term 3
<p>Students will have the opportunity to revise 'A Christmas Carol' through retrieval tasks.</p> <p>Students will study the whole of 'Romeo and Juliet'. They will learn about the context of the play as well as its themes, characters and interpretations in preparation for their Literature exam.</p> <p>They will also have the opportunity to practise and develop further their skills of critical analysis, both orally and in written work.</p>	<p>Students will have the opportunity to revise 'An Inspector Calls' through retrieval tasks.</p> <p>Students will be introduced to their Language GCSE Paper 1: Explorations in Creative Reading and Writing. They will explore and analyse a range of fiction texts in order to develop their ability to approach the exam with confidence, and to inform their own creative writing.</p> <p>Students will have the opportunity to practise and develop their creative writing skills.</p>	<p>Students will have the opportunity to revise Power and Conflict poetry through retrieval tasks.</p> <p>Students will be introduced to their Language GCSE Paper 2: Writers' Viewpoints and Perspectives. They will explore and analyse a range of non-fiction texts in order to develop their ability to approach the exam with confidence, and to inform their own creative non-fiction writing.</p> <p>Students will have the opportunity to practise and develop their creative non-fiction writing skills.</p> <p>Students will also prepare and deliver their Spoken Language assessment.</p>



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



Year 10 Art		
Term 1	Term 2	Term 3
<p>Project Theme: Location</p> <p>In response to a chosen theme, students develop a sketchbook of work and will produce an outcome to develop their skills and understanding of working in a selected choice of media &amp; techniques.</p> <p>Students will concentrate on one extended project throughout Year 10</p> <p>Students will learn the following:</p> <ol style="list-style-type: none"> <li>1. Understand the processes of working with specific materials.</li> <li>2. Record what has been seen from observation.</li> <li>3. Ability to draw/sculpt (if appropriate to project) accurately &amp; imaginatively.</li> <li>4. Gain knowledge and appreciation of other artist's/designers/craftspeople work.</li> <li>5. Apply knowledge of other artist's/designers/craftspeople work to student's own work.</li> <li>6. Ability to research, resource, investigate, experiment, document &amp; realise ideas &amp; intentions.</li> <li>7. Analyse &amp; evaluate sources &amp; own work through annotation.</li> <li>8. Make connections between own work &amp; the work of others</li> <li>9. Fulfil the assessment criteria AO1, AO2, AO3, AO4.</li> </ol>	<p>Project Theme: Location- continued</p> <p>Key questions: Students Select one of the 2 questions as their theme.</p> <p>Question 1: Location: Wish You Were Here</p> <p>'Wish You Were Here' is a familiar phrase traditionally used on postcards associated with personal connections to a particular place. Artists, designers and craftspeople are sometimes inspired by aerial views, whether that be inspired by looking at elevated views of the landscapes, maps or a bird's eye view.</p> <p>Use this starting point to create a postcard or series of postcards.</p> <p>Artists: Paul Catherall, Jess Douglas, Stephanie K Clark, Michelle House, Matthieu Venot, David Bushell, Sarah Fishburn, Shaun Kardinal, Rachel Phillips, Remko Heemskerck, Mae Chevrette, Derek Lerner, Minty Sainsbury, Carolyn Genders, Alicia Merrett, Jazzberry Blue, Carol Rhodes, Liz Eeuwes</p> <p>Question 2: Location: Diary A diary can be a place where events and experiences are recorded; they are a place for memories to be stored. A diary could contain a collection of adventures, stories, important objects, images and locations.</p> <p>Use this starting point to create a diary or front cover for a diary.</p> <p>Artists: Becky Adams, Angela Moll, Grayson Perry, Juliana Cole, Danny Mansmith, Louise Richardson, Lisa Milroy, Cristina Troufa, Colin Smith, Cecil Touchon, Sarah Fishburn, Charlie Holt, Eduardo Recife, Franco Grignar, Patrick Caulfield, Sarah Morris, Burton Morris, Michael Craig Martin, Teesha Moore, Annette Messenger</p>	<p>Project Theme: Location- continued</p> <p>Tasks-</p> <p>Drawing, painting mixed media tasks, artist responses, combining artists, developing ideas through different compositions, final designs/idea</p> <p>In response to your chosen question students collect first hand photos and research the artists or cultures mentioned in the question. From this they will need to do a series of small studies and responses in varied media leading to range of design ideas for their final pieces. Focus- formal elements.</p> <p>Skills: The focus of this project is working with varied materials suited to question chosen.</p> <p>Presentation: All of your research, preparation, first hand photographs and design ideas will be presented on either A2 design sheets or in a A4 sketchbook. It is important that students consider the overall presentation of their preparation work to reflect the style of your chosen theme.</p> <p>Students will use a task sheet to help with specific tasks.</p> <p>ANNOTATION Students must thoroughly Annotate each Design Sheet/sketchbook page in order to explain their opinions &amp; feelings about; the images &amp; objects that they are drawing, the materials that you are experimenting with &amp; the artist's work that you are looking at. Comment on what interests you in the objects &amp; images that you have chosen to draw, explain what your intentions are for each technique, did it work out as planned? Describe your personal views &amp; thoughts about the artists that you are looking at.</p>

# Computer Science

## Year 10 Curriculum



Year 10 Computer Science		
Term 1	Term 2	Term 3
<p>1.5 Network Topologies, Protocols and Layers</p> <p>1.7 Systems Software</p> <p>2.1 Algorithms (Searching and Sorting)*</p> <p>Learners take Component 01 and Component 02 to be awarded the OCR GCSE (9-1) in Computer Science.</p>	<p>2.1 Algorithms *</p> <p>2.2 Programming techniques</p> <p>2.3 Producing robust programs</p> <p>2.4 Computational logic</p> <p>2.5 Translators and facilities of Languages</p> <p>2.6 Data representation *</p> <p>Algorithm questions are not exclusive to Component 02 and can be assessed in either component. Therefore, students will work on algorithms on a regular basis, usually as starter activities</p>	<p>Programming Project:</p> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and Conclusions Formal requirement</li> </ul> <p>Consolidates the learning across the specification through practical activity. Externally moderated by OCR.</p>



# GCSE Business

## Year 10 Curriculum



Year 10 GCSE Business		
Term 1	Term 2	Term 3
1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance 1.4.1 The options for start-up and small businesses 1.4.2 Business location	1.4.3 The marketing mix 1.4.4 Business plans 1.5.1 Business stakeholders 1.5.2 Technology and business	1.5.3 Legislation and business 1.5.4 The economy and business 1.5.5 External influences 2.1.1 Business growth

# BTEC Enterprise

## Year 10 Curriculum



Year 10 BTEC Enterprise		
Term 1	Term 2	Term 3
Exploring Enterprises A1 What is an enterprise? A2 Types and characteristics of small and medium enterprises (SMEs) A3 The purpose of enterprises A4 Entrepreneurs B1 Customer needs B2 Using market research to understand customers	B3 Understanding competitors C1 Internal factors C2 External factors C3 Situational analysis C4 Measuring the success of an SME	Promotion and Finance for Enterprise A1 Elements of the promotional mix and their purposes A2 Targeting and segmenting the market A3 Factors influencing the choice of promotional methods B1 Financial documents

# GCSE Food

## Year 10 Curriculum



Year 10 GCSE Food		
Term 1	Term 2	Term 3
Food safety Nutrients Macronutrients Micronutrients Cooking methods	Food choice Food Labelling British and International cuisines Food and the environment Farming Environmental issues associated with food Diet through the life stages	NEA 1 (Investigation) Mock NEA 2 Mock



# Sport

## Year 10 Curriculum



Year 10 Sport		
Term 1	Term 2	Term 3
Components of fitness Training pyramid Borg's RPE scale Principles of training Training methods Fitness testing ----- Rules and regulations Officiating Techniques / tactics Reviewing sports performance	Reviewing sports performance  Practical sports performance table tennis and football	Theories of personality  Measuring personality  Motivation and sports performance.



Year 10 GCSE PE		
Term 1	Term 2	Term 3
<p>Definitions of health, well-being and fitness.</p> <p>Physical, mental and social well-being</p> <p>Effects of physical activity, sport and exercise on well-being.</p> <p>Consequences of sedentary lifestyles</p> <p>Definition of obesity. The effect of obesity on physical activity and sport.</p> <p>Somatotypes- characteristics and suitability for different sports.</p> <p>Energy use. Factors affecting calorie intake.</p> <p>A balanced diet.</p> <p>The role of carbohydrate, fat, protein, vitamins and minerals.</p> <p>Reasons for maintaining water balance (hydration and dehydration).</p> <p>Identification of bones and the structure and function of the skeleton.</p> <p>Identification of muscles.</p> <p>The role of tendons.</p> <p>The structure and function of a synovial joint.</p> <p>Types of synovial joint and the movements available. This includes sporting examples.</p> <p>Practical table tennis skills and application in competitive games.</p>	<p>Antagonistic muscle action.</p> <p>Types of muscular contraction: Isotonic (concentric and eccentric) and isometric.</p> <p>Revision and exam technique.</p> <p>Pathway of air.</p> <p>Gaseous exchange.</p> <p>Blood vessels.</p> <p>Practical trampolining skills and routines.</p>	<p>Aerobic and anaerobic exercise.</p> <p>EPOC (oxygen debt)</p> <p>Immediate, short term and long-term effects of exercise.</p> <p>Recovery from exercise.</p> <p>Preparation for coursework.</p> <p>Practical athletics skills and application in competition.</p>

# Health and Social Care

## Year 10 Curriculum



Year 10 Health and Social Care		
Term 1	Term 2	Term 3
Coursework resubmissions Factors affecting development recap 'Writing for an exam' skills	Measures of health Reading data Health planning Barriers and obstacles to healthy living Exam practice	Revision Exam practice Exam completed May of year 10 Careers carousel



Year 10 Geography		
Term 1	Term 2	Term 3
<p><b>TOPIC 3 – URBAN ENVIRONMENTS</b> <b>NEWCASTLE CASE STUDY</b></p> <ul style="list-style-type: none"> <li>I can explain why Newcastle is important nationally and internationally</li> <li>I can explain why and how Newcastle has grown</li> <li>I can explain the impact of national and international migration on the growth and character of Newcastle.</li> <li>I can explain, analyse and evaluation the opportunities in Newcastle including               <ul style="list-style-type: none"> <li>Cultural mix</li> <li>Recreation</li> <li>Entertainment</li> <li>Employment</li> <li>Integrated transport systems</li> <li>Urban greening</li> </ul> </li> <li>I can explain, analyse and evaluation the challenges in Newcastle including               <ul style="list-style-type: none"> <li>Inequalities in housing, education and employment.</li> <li>Urban deprivation</li> <li>Dereliction of buildings</li> <li>Building on brown and greenfield sites.</li> <li>Water disposal</li> <li>Urban sprawl on the rural – urban fringe and of commuter towns (Great Park)</li> </ul> </li> <li>I can explain, analyse and evaluation the how Newcastle has undergone regeneration.[Tyne and Wear Development Corporation - Quayside]               <ul style="list-style-type: none"> <li>Urban sustainability</li> </ul> </li> <li>I can describe how people can live more sustainably</li> <li>I can explain how sustainable urban living can conserve water and energy, recycle waster and create more green space. [BedZED]</li> </ul> <p>I can explain how urban transport strategies are used to reduce traffic congestion.</p>	<p><b>TOPIC 4 – PHYSICAL LANDSCAPES OF THE UK</b></p> <ul style="list-style-type: none"> <li>describe the location of the major upland and lowland areas within the UK</li> <li>describe the location of the major river systems within the UK</li> </ul> <p><b>COASTAL LANDSCAPES</b></p> <ul style="list-style-type: none"> <li>define what the coast is</li> <li>describe and explain the different types of waves</li> <li>name and explain the four processes of erosion</li> <li>explain the reasons why sediment is deposited on the coast.</li> <li>explain how depositional landforms (beaches, spit and bars) are formed.</li> <li>describe and explain methods of hard and soft engineering using an example.</li> <li>evaluate the cost and benefits of hard and soft engineering using an example.</li> <li>explain why people have different views about the way the coast in managed and the conflicts this may cause using an example.</li> <li>Identify on an OS map all of the coastal landforms and use 4 &amp; 6 fig grid references to locate them on a map</li> </ul> <p><b>RIVER LANDSCAPES</b></p> <ul style="list-style-type: none"> <li>describe how a rivers long profile and cross profile varies</li> <li>explain how erosion changes the cross profile of a river</li> <li>explain the four process of erosion</li> <li>describe the four processes of transportation in a river</li> <li>explain the reasons why a river deposits its eroded material</li> <li>explain how interlocking spurs, waterfalls &amp; gorges are formed</li> <li>Using an example explain Why the scheme was required How the area was managed The social, environmental and economic issues.</li> <li>Identify on an OS map all of the river landforms and use 4 &amp; 6 fig grid references to locate them on a map.</li> </ul> <p><b>FIELDWORK 2 AND WRITE UP – RIVER STUDY IN LANCHESTER</b></p>	<p><b>TOPIC 5 - NATURAL HAZARDS</b></p> <ul style="list-style-type: none"> <li>define a natural hazard and give some examples of the different types.</li> <li>explain the different factors that affect risk.</li> </ul> <p><b>TECTONIC HAZARDS</b></p> <ul style="list-style-type: none"> <li>describe the distribution of earthquakes and volcanoes.</li> <li>explain the differences between destructive, constructive and conservative plate margins.</li> <li>main features of an earthquake and two different ways of measuring earthquakes.</li> <li>Using named examples of a tectonic hazard in both rich and poor countries. :</li> <li>Explain why the tectonic hazard happened there,</li> <li>Describe the effects that resulted from the earthquakes both primary and secondary.</li> <li>Describe what was done after the earthquake (responses), both in the long and short term.</li> <li>explain why earthquakes cause more loss of life in poor than in rich countries.</li> <li>explain why people continue to live in areas at risk of tectonic hazards.</li> </ul> <p>explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.</p>



Year 10 History		
Term 1	Term 2	Term 3
<p>Complete Anglo-Saxon and Norman conquest (started in year 9) (paper 2)</p> <p>Section 1: Anglo-Saxon England and the Norman conquest</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• The Succession crisis after the death of Edward the Confessor</li> <li>• Rivals to the throne</li> <li>• The Norman Invasion</li> </ul> <p>Section 2: William securing control</p> <ul style="list-style-type: none"> <li>• Causes and results of Anglo-Saxon rebellions</li> <li>• Impact of the rebellions</li> <li>• Revolt of the Earls</li> </ul> <p>Section 3: Norman England- change and continuity</p> <ul style="list-style-type: none"> <li>• The Feudal system and changes to the Church</li> <li>• Norman government</li> <li>• Norman culture and aristocracy</li> </ul> <p>Exam question skills:</p> <p>70% knowledge</p> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Explanation</li> <li>• Evaluation</li> </ul> <p>Start American- West 1835-1895 (Paper 2)</p>	<p>American West 1835-1895 (paper 2)</p> <p>Section 1: Early settlement of the West, 1835-1862</p> <ul style="list-style-type: none"> <li>• Plains Indians, beliefs and culture</li> <li>• Migration and early settlement</li> <li>• Growth of conflict and tension</li> </ul> <p>Section 2: Development of the Plains 1862-1876</p> <ul style="list-style-type: none"> <li>• Development of settlements in the west.</li> <li>• Ranching and the cattle industry</li> <li>• Changes to the way of life for Plains Indians</li> </ul> <p>Section 3: Conflicts and conquest</p> <ul style="list-style-type: none"> <li>• Changes in farming and the cattle industry</li> <li>• Conflict and tension</li> <li>• Destruction of the Plains' Indians way of life.</li> </ul> <p>Exam question skills:</p> <p>70% knowledge</p> <ul style="list-style-type: none"> <li>• Consequences/impact</li> <li>• Narrative Account</li> <li>• Significance</li> </ul> <p>Start Medicine through time C. 1250-Present (paper 1)</p>	<p>Medicine through time C.1250-Present (paper 1)</p> <p>Part B-Section 1: Beliefs about the causes of disease</p> <ul style="list-style-type: none"> <li>• Medieval: Black Death case study</li> <li>• Renaissance: Great Plague case study</li> <li>• 18th and 19th centuries</li> <li>• Modern</li> </ul> <p>Section 2: Treatments and methods of prevention</p> <ul style="list-style-type: none"> <li>• Medieval</li> <li>• Renaissance</li> <li>• 18th and 19th centuries: Cholera case study</li> <li>• Modern: Lung cancer case study</li> </ul> <p>Part A-Section 3: WW1</p> <ul style="list-style-type: none"> <li>• The Western Front- key battles, development and impact of weapons</li> <li>• Medical treatments and developments on the Western Front</li> <li>• Source practice</li> </ul> <p>Exam question skills:</p> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Evaluation</li> <li>• Source evaluation</li> </ul>

# French

## Year 10 Curriculum



Year 10 French		
Term 1	Term 2	Term 3
<p>Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>• Talking about where you live, weather and transport</li> <li>• Describing a town and asking the way</li> <li>• Describing a region</li> <li>• Discussing what to see and do</li> <li>• Discussing plans and weather</li> <li>• Social issues Describing community projects</li> </ul> <p>Grammar studied</p> <ul style="list-style-type: none"> <li>• Using the imperative</li> <li>• Using negatives</li> <li>• Asking questions</li> <li>• Using present, perfect and future tenses</li> </ul>	<p>Travel and tourism</p> <ul style="list-style-type: none"> <li>• Talking about what you normally do on holiday</li> <li>• Talking about past and future holidays</li> <li>• Talking about an ideal holiday</li> <li>• Booking and reviewing hotels</li> <li>• Ordering in a restaurant</li> <li>• Talking about travelling</li> <li>• Buying souvenirs</li> <li>• Talking about holiday disasters</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Using the conditional</li> <li>• Using reflexive verbs in the perfect tense</li> <li>• Demonstrative pronouns and adjectives (This/that)</li> <li>• Using the pluperfect tense</li> </ul>	<p>Life at school/college</p> <ul style="list-style-type: none"> <li>• Describing your school</li> <li>• Comparing UK and French-speaking schools</li> <li>• Discussing school rules</li> <li>• Talking about how you stay fit and healthy</li> <li>• Talking about a school exchange</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Using the definite articles</li> <li>• Using comparatives</li> <li>• Using the present and future tenses</li> <li>• Il faut and Il est interdit de</li> <li>• Using adverbs</li> <li>• Using past, present and future time frames</li> </ul>



Year 10 Spanish		
Term 1	Term 2	Term 3
<p>Me, my family and friends; Free-time activities</p> <ul style="list-style-type: none"> <li>• Talking about free time activities</li> <li>• Talking about TV programmes and films</li> <li>• Talking about what you usually do</li> <li>• Talking about sports</li> <li>• Technology in everyday life</li> <li>• Discussing different types of entertainment</li> <li>• Talking about who inspires you</li> </ul> <p>Grammar studied</p> <ul style="list-style-type: none"> <li>• Using <i>sober</i> + infinitive</li> <li>• Using direct object pronouns</li> <li>• Using <i>ya</i> and <i>todavía</i> with the imperfect</li> <li>• Using the imperfect tense to say what you used to do</li> <li>• Using the perfect tense</li> <li>• Using a range of past tenses</li> </ul>	<p>Home, town, neighbourhood and region; Travel and tourism</p> <ul style="list-style-type: none"> <li>• Talking about places in a town</li> <li>• Talking about shops</li> <li>• Describing the features of a region</li> <li>• Planning what to do</li> <li>• Shopping for clothes and presents</li> <li>• Talking about problems in a town</li> <li>• Describing a visit in the past</li> </ul> <p>Grammar studied</p> <ul style="list-style-type: none"> <li>• Negatives</li> <li>• Using <i>usted</i></li> <li>• Using the future tense</li> <li>• Using demonstrative adjectives</li> <li>• Using the conditional</li> <li>• Using different tenses together</li> </ul>	<p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Describing mealtimes</li> <li>• Talking about illnesses and injuries</li> <li>• Talking about typical foods</li> <li>• Customs and festivals in Spanish-speaking countries/ communities: Comparing different festivals</li> <li>• Ordering in a restaurant</li> <li>• Talking about a music festival</li> </ul> <p>Grammar studied</p> <ul style="list-style-type: none"> <li>• Using reflexive verbs</li> <li>• Using the passive</li> <li>• Avoiding the passive</li> <li>• Using absolute superlatives</li> <li>• Using expressions followed by the infinitive</li> </ul>



Year 10 D&T	
Textiles	Materials
<p>Section A Developments in new material Systems approach to Designing Mechanical Devices</p> <p>Section B Environmental, social and economic challenge Ecological and social footprint Surface treatments and finishes Percentages</p> <p>Section C Skills Project 5 – Commercial Patterns Shaping Fabric (pleats, gathers, tucks) Communication of design ideas Prototypes development Quality Control</p> <p>Skills Project 6 - Commercial Process – Printing Screen printing, Block printing, transfer printing) Hand Embroidery Quilting Piping Scales of Production</p> <p>Project 7 – Mini NEA (Contextual Challenge – Sections A, B &amp; C) Investigation, Primary and Secondary Data Design Strategies Communication of Design ideas Year 10 June onwards – Start NEA 2 contextual challenge (Sections A, B, C) Maths Content Angles, Area and Volume</p>	<p>Section A Developments in new material Systems approach to Designing Mechanical Devices</p> <p>Section B Environmental, social and economic challenge Ecological and social footprint Surface treatments and finishes Percentages</p> <p>Section C Skills Project Wooden Travel Game Anthropometrics and Ergonomics Scales of Production Templates - use of drawing tools to accurately mark template Marking out Mortice and Tenon drill Tolerances Tea Light Holder Research Methods Composites How to shape and form using cutting/abrasion Marking out Methods Quality Control Tolerance Maths Content Angles, Area and Volume</p>



Year 10 Science		
Biology	Chemistry	Physics
Sets 1 – 3 Term 1 <ul style="list-style-type: none"> <li>Cells (B1)</li> <li>Genetics (B2)</li> </ul> Sets 1 – 3 Term 2 <ul style="list-style-type: none"> <li>Infection and response (B3)</li> <li>Systems (B4)</li> </ul> Sets 1 – 3 Term 3 <ul style="list-style-type: none"> <li>Systems (B4)</li> <li>Plants (B5)</li> <li>Ecology (B6)</li> </ul>	Sets 1 – 3 Term 1 <ul style="list-style-type: none"> <li>Atoms and periodic table (C1)</li> <li>Reactions (C2)</li> </ul> Sets 1 – 3 Term 2 <ul style="list-style-type: none"> <li>Reactions (C2)</li> <li>Organic (C3)</li> </ul> Sets 1 – 3 Term 3 <ul style="list-style-type: none"> <li>Organic (C3)</li> <li>Earth and atmosphere(C5)</li> </ul>	Sets 1 – 3 Term 1 <ul style="list-style-type: none"> <li>Review matter (P2)</li> <li>Electricity (P1)</li> <li>Waves (P3)</li> </ul> Sets 1 – 3 Term 2 <ul style="list-style-type: none"> <li>Waves (P3)</li> <li>Forces (P4)</li> </ul> Sets 1 – 3 Term 3 <ul style="list-style-type: none"> <li>Forces (P4)</li> <li>Magnetism (P5)</li> <li>Energy</li> </ul>
Sets 4 and 5		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>Matter (P2)</li> <li>Electricity (P1)</li> <li>Waves (P3)</li> <li>Atoms and periodic table (C1)</li> <li>Cells (B1)</li> </ul>	<ul style="list-style-type: none"> <li>Waves (P3)</li> <li>Forces (P4)</li> <li>Reactions (C2)</li> <li>Organic (C3)</li> <li>Cells (B1)</li> <li>Genetics (B2)</li> <li>Infection and response (B3)</li> <li>Plants (B5)</li> </ul>	<ul style="list-style-type: none"> <li>Forces (P4)</li> <li>Magnetism (P5)</li> <li>Earth and atmosphere (C5)</li> <li>Plants (B5)</li> <li>Systems (B4)</li> <li>Ecology (B6)</li> </ul>

# Music

## Year 10 Curriculum



Year 10 Music		
Term 1	Term 2	Term 3
<p>Instrumental Music 1700-1820</p> <ul style="list-style-type: none"> <li>• Bach: Brandenburg Concerto No.5, Mvmt III (full analysis and historical context)</li> </ul> <p>Music for Stage and Screen</p> <ul style="list-style-type: none"> <li>• Williams: Star Wars Episode IV, Main Title (full analysis and historical context)</li> </ul> <p>Fusions</p> <ul style="list-style-type: none"> <li>• Spalding: Samba Em Preludio (full analysis and historical context)</li> </ul>	<p>Vocal Music</p> <ul style="list-style-type: none"> <li>• Purcell: Music for a While (full analysis and historical context)</li> <li>• Queen: Killer Queen (full analysis and historical context)</li> </ul> <p>Music for Stage and Screen</p> <ul style="list-style-type: none"> <li>• Schwartz: Wicked, Defying Gravity (full analysis and historical context)</li> </ul>	<p>Listening and Appraising Exam Practice Tests</p> <ul style="list-style-type: none"> <li>• Practice listening questions, evaluation and further study of all 8 set works</li> <li>• Section B practice questioning (extended writing)</li> <li>• Unfamiliar works, (stylistic features and identification of the elements of music)</li> <li>• Dictation</li> </ul>



Year 10 Construction		
Term 1	Term 2	Term 3
<p><b>Unit 1</b></p> <p>AC1.1 Summarise responsibilities of health and safety legislation</p> <p>AC1.2 Identify safety signs used by construction industry</p> <p>AC1.3 Identify fire extinguishers used in different situations</p> <p>AC1.4 Describe role of the Health and Safety Executive</p> <p><b>Unit 2</b></p> <p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices</p> <p>AC3.3 Evaluate quality of construction tasks in completion of construction tasks</p>	<p><b>Unit 1</b></p> <p>AC2.1 Identify hazards to health and safety in different situations</p> <p>AC2.2 Describe potential effects of hazards in different situations</p> <p>AC2.3 Explain the risk of harm in different situations</p> <p><b>Unit 3</b></p> <p>AC1.1 Describe activities of those involved in construction projects</p> <p>AC1.2 Describe responsibilities of those involved in construction projects</p> <p>AC1.3 Describe outputs of those involved in realising construction projects</p> <p><b>Unit 2</b></p> <p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices</p> <p>AC3.3 Evaluate quality of construction tasks in completion of construction tasks</p>	<p><b>Unit 3</b></p> <p>AC3.1 Sequence processes to be followed</p> <p>AC3.2 Apportion time to processes</p> <p>AC3.3 Set project tolerances</p> <p><b>Unit 2</b></p> <p>AC1.1 Interpret technical sources of Information</p> <p>AC1.2 Plan sequence of work to meet requirements of sources of information</p> <p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices</p> <p>AC3.3 Evaluate quality of construction tasks in completion of construction tasks</p>



Year 10 Vocational ICT		
Term 1	Term 2	Term 3
<p>R082: Creating digital graphics</p> <p>Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks</p> <p>LO* 1: Understand the purpose and properties of digital graphics</p> <p>LO 2: Be able to plan the creation of a digital graphic</p> <p>LO 3: Be able to create a digital graphic</p> <p>LO 4: Be able to review a digital graphic</p> <p>*Learning Outcome</p>	<p>R085: Creating a multipage website</p> <p>OCR-moderated</p> <p>Approx 10 hours – 60 marks</p> <p>LO 1: Understand the properties and features of multipage websites</p> <p>LO 2: Be able to plan a multipage website</p> <p>LO 3: Be able to create multipage websites using multimedia components</p> <p>LO4 4: Be able to review a multipage website</p>	<p>R081: Pre-production skills</p> <p>Theory and assessment preparation for external assessment:</p> <p>Written paper OCR set and marked 1 hour 15 mins – 60 marks. Learners answer all questions.</p> <p>LO 1: Understand the purpose and content of pre-production</p> <p>LO 2: Be able to plan pre-production</p> <p>LO 3: Be able to produce pre-production documents</p> <p>LO 4: Be able to review pre-production documents</p>