Curriculum Map - Key Stage 4

Year 10

LEARNING | CHARITY | COMMUNITY

Curriculum Map - Key Stage 4

Art

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• Enhance a student's direct observational recording skill.
• Develop a student's practical skills in a variety of different media, including oil paint and clay.
• Make contextual links with the work of other artists.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td>Direct observational graphic studies using a range of different drawing media.
Connections made to relevant contextual sources.</td></tr>
<tr><td>Term 2</td><td>Direct observational studies using oil paint to explore reflective properties between objects.
Connections made to relevant contextual sources.</td></tr>
<tr><td>Term 3</td><td>Direct observational clay study of the human figure, with relevant developmental drawings.</td></tr>
<tr><td>Summary</td><td>Students will:
• Increase their competence in recording information from direct observation.
• Find out their specific strengths and aptitudes in specialist art media.
• Increase their proficiency at making connections between their own and other artist's work.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• On-going formative assessment as work progresses in lessons.
• End of term written summative assessment and working at grade for the conclusion of termly projects.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2"></td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2"></td></tr>
</table>

Curriculum Map - Key Stage 4

Computer Science

<table>
<tr><th colspan="3">Year 10
Exam Board: OCR</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• Comprehend and utilize core principles of Computer Science, such as abstraction, decomposition, logic, algorithms, and data representation.
• Develop problem-solving skills by analyzing computational challenges and gaining hands-on experience in designing, coding, and debugging programs.
• Cultivate creative, innovative, analytical, logical, and critical thinking abilities.
• Gain an understanding of the components of digital systems and how they interact with each other and with other systems.
Recognize the societal and individual impacts of digital technology and apply relevant mathematical concepts to Computer Science.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Architecture of CPU
• CPU Performance
• Embedded Systems
• Primary Storage
• Secondary Memory
• Unit and Data Storage
• Programming Python</td></tr>
<tr><td>Term 2</td><td>• Networks and Topologies
• Networks, Protocols and Layers
• Network Threats
• Prevention Methods
• Programming Python</td></tr>
<tr><td>Term 3</td><td>• Operating Systems
• Utility Software
• Ethical and Legal impacts on Technology
• Programming Python</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">This component is an externally assessed written examination testing AO1 and AO2.

This is a compulsory component.

It is worth 80 marks, representing 50% of the total marks for the GCSE (9–1).

The examination lasts 1 hour 30 minutes.

All the questions are mandatory.

Students are not permitted to use a calculator in the examination.

The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.</td></tr>
</table>

<table>
<tr><th rowspan="2">Useful Resources</th><th>Books</th><th>Websites</th></tr>
<tr><td>Books
OCR GCSE Computer Science - ISBN: 9781108812542 / 9781510484337

Revision Guides
Knowledge Organizers
OCR</td><td>www.ocr.org.uk

www.teach-ict.com (suscription)

https://www.bbc.co.uk/bitesize/subjects/z34k7ty

https://craigndave.org/

Python - https://www.w3schools.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">• Students' understanding of computer systems, data representation, and algorithm basics, along with their ability to apply these concepts in practical and theoretical contexts.

• Evaluate students' abilities in problem-solving, code design, and debugging, as well as their application of computational thinking and understanding of the societal impact of digital technology.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">• Students' understanding of system architecture, memory and storage, networks, security, and advanced data representation and algorithm development, while testing their ability to apply these principles in complex scenarios.

• Evaluate students' abilities in writing, debugging, and refining code, alongside their application of computational thinking, problem analysis, and understanding of the ethical, legal, and environmental impacts of digital technology.</td></tr>
</table>

Curriculum Map - Key Stage 4

Design and Technology

Year 10 Exam Board: AQA 8552C GCSE		
Curriculum Aims	To create an independent creative and problem-solving mindset. Students will have a range of skills learnt through Key Stage 3 and will be at a stage to embrace the GCSE theory and final coursework independent project at the end of year 10.	
Main topics/areas studied this year	**Term 1**	**Theory Focus** • **Robotics & Automation**: CAD/CAM, FMS, JIT, Lean Manufacturing. (Case studies: Jaguar Land Rover, Toyota) • **Enterprise, Market Pull & Tech Push**: Crowdfunding, co-operatives, ethical business models. • **People, Society & Culture**: Inclusive design, demographic suitability, redesigning products for different user groups. • **Sustainability & the Environment**: Finite vs. non-finite resources, LCA (Life Cycle Assessment), planned obsolescence, maintenance/repair. **All mini practical projects will run in the same format as the NEA final project. Students will be more creative and will show and demonstrate deeper thinking in designing and problem solving. This practice prepares them for the standard and rigor they will be expected to demonstrate towards the end of year 10 when they start their final NEA assignment.** **Project A: Night Light Revisited** • **Overview**: Students build on their Year 8 electronics experience, creating a more advanced night light incorporating improved circuit design, possibly a switch/dimmer or themed enclosure. • **Skills:** Revisiting safe soldering, circuit diagrams, enclosure prototyping (ply/acrylic), optional CAD elements for more precise laser-cut parts. • **Outcomes**: Functional bedside lamp with a refined finish, demonstrating deeper electronics knowledge. **Project B: Useful Boxes/ Organisational Box** • **Overview**: Students design organisational boxes using 2D/3D software (e.g. finger/lap joints). • **Skills**: Laser cutting or precise hand-cutting, adjusting for kerf/tolerance. • **Outcomes**: Accurate box assembly, neat finishing, reflection on material selection.
	Term 2	**Theory Focus** • **Responsible Design:** Fair labour, responsible sourcing, ethical impact of manufacturing choices. • **Renewable & Non-Renewable Resources:** Wind, solar, fossil fuels, nuclear; "Moja Island" scenario for energy mix proposals. • **Systems & Motion:** Revisiting input-process-output; mechanical devices (levers, linkages, gears), types of motion (linear, rotary, reciprocating,

<table>
<tr><td rowspan="2"></td><td></td><td>oscillating).
• Modern & Smart Materials: Thermochromics, shape memory alloys, technical textiles (e.g. Kevlar, Gore-Tex).

Project C: Educational Toy
• Overview: Students design and prototype a toy that reinforces specific learning objectives (e.g. numeracy, spelling, basic coding). Aimed at a defined age group.
• Skills: User research (child needs, safety regulations), iterative prototypes (card or MDF), possible integration of simple mechanisms or electronics.
• Outcomes: A functional, child-safe toy addressing a curriculum-based or skill-building target (e.g. matching shapes/letters, mechanical puzzles). Students produce a reflective analysis of how the toy meets educational needs.</td></tr>
<tr><td>Term 3</td><td>Theory Focus
• Material Properties (Consolidation): Compare paper/board, hardwoods, softwoods, manufactured boards, metals, polymers.
• Review any topics that need more insight into
• Exam-Style Questions: Scenario tasks (e.g. user needs, sustainability vs. cost constraints, brand identity).
• NEA Preparation: Introduce iterative design cycles, user questionnaires, research techniques for the upcoming Year 11 NEA.

During June, the exam board will release the NEA task and students will then research this section during the summer break and into year 11</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Mid-Year Exam (Spring): Covers theory from Autumn and early Spring (automation, enterprise, sustainability, user-centred design, basic material properties).

End of Year Exam (Summer): Summative coverage of all Year 10 topics including material properties, responsible sourcing, mechanical systems, user centred design, and CAD/CAM. Scenario-based exam questions to reinforce exam readiness.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE Design & Technology

Make UK (formerly EEF)
Insights into the UK manufacturing sector - useful for real-world case studies on robotics, lean manufacturing, enterprise, and sustainability.

How Stuff Works
Good for background reading on processes, mechanisms, engineering, and technology topics that might appear in design contexts.</td><td>TechnologyStudent.com
A go-to for GCSE D&T students. Covers materials, processes, mechanisms, electronics, packaging, and more, with clear diagrams and quizzes.

BBC Bitesize GCSE D&T
Offers topic summaries, interactive activities, and mini tests aligned with the UK GCSE curriculum.

The Design Museum
Features online collections, designer profiles, and case studies on modern design. Great for research and inspiration.</td></tr>
</table>

	Wood Campus Tutorials, guides, and best practices for working with timber, focusing on joinery, finishing, and construction.	**The Dyson Foundation** Has resources on design engineering, problem-solving tasks, and insight into Dyson's iterative design processes. **Study Rocket** Broad bank of D&T resources (units, worksheets, projects) **Tinkercad (tinkercad.com)** User-friendly online 3D CAD for quick prototypes. Ideal for GCSE-level introduction to digital modelling. **Mr. DT (YouTube)** Video tutorials on technical drawing, isometric/orthographic projection, and CAD tips.
Number of lessons in this subject:	5 lessons per fortnight (single lessons)	
Mid-year exam will assess:	Covers theory from Autumn and early Spring (automation, enterprise, sustainability, user-centred design, basic material properties).	
End of year exam will assess:	Summative coverage of all Year 10 topics: advanced materials, responsible sourcing, mechanical systems, educational toy design, and CAD/CAM. Scenario-based exam questions to reinforce exam readiness.	

Curriculum Map - Key Stage 4
English

Year 10 Exam Board: AQA		
Curriculum Aims	In English, students follow a two-year GCSE course, which involves reading, writing and spoken language. Students prepare to sit both two English Language and two English Literature examinations. At the end of the course each student will obtain two qualifications. Our aim is to develop compassionate, reflective, and ambitious learners - global citizens who are equipped with the literacy skills and cultural knowledge to succeed. Through the power of English, we help students find their voice and envision a future without limits.	
Main topics/areas studied this year	**Term 1**	**AQA Spoken Language Endorsement** Students officially begin their English Language GCSE course: researching, writing and performing a speech on a topic of their choice. This will be assessed for their GCSE Spoken Language Endorsement. **19th Century Novel Study: *A Christmas Carol* by Charles Dickens** Students study Charles Dickens' 'A Christmas Carol'. They will learn to explore the writer's message, the context in which a novel is written and received and explore how meaning is made through a writer's methods. Alongside this focus on literature, we will also spend some time developing creative writing skills practising writing fiction, in preparation for the language exam.
	Term 2	**Unseen Poetry** Students analyse unseen poetry with a focus on ideas, methods and meaning. They evaluate how language, structure and form shape the reader's response. Students then produce a comparative analysis of a second unseen poem. **Modern Drama: *An Inspector Calls* by J.B. Priestley** *An Inspector Calls* by J.B. Priestley is a mystery drama that explores themes of social responsibility, class, and morality as the Birling family are questioned about their role in a young woman's death, with Priestley using the play to challenge the audience's views on inequality and highlight the importance of collective responsibility in society. Students will then learn to write critical essays, exploring language, form and structure, and considering the context in which the play was written.

	Term 3	**AQA English Language Paper 1** **Explorations in Creative Reading and Writing – Paper 1** Students read and explore a range of fiction writing published across the 19th, 20th and 21st centuries, developing their interpretation skills and confidence in responding to unseen texts in the English Language Paper 1 exam. They then use these to inspire their own creative writing, considering how writers use a range of methods for effect and meaning, and applying this to their own work. They use reciprocal reading skills and effortful reading to unpick and explore a variety of texts. **AQA Power and Conflict Poetry Anthology - Cluster 1** Students study a selection of poems from AQA's *Power and Conflict* anthology. They explore the ideas, themes, and issues raised in the poems, considering how power, authority, conflict, and human experience are presented. They develop skills in analysing language, structure, and form, and learn to interpret the poets' messages. Students also practice comparing poems, evaluating similarities and contrasts in content, technique, and perspective. **Revision for Mock Exams** Before the mock exams there is a focus on consolidating knowledge and skills in preparation for both English Literature and English Language. Students will revisit key texts, practice exam-style responses, and refine strategies for analysis, comparison, and effective written expression.
	Summary	In Year 10, students deepen their study of both English Literature and English Language, engaging with core GCSE texts including A Christmas Carol, An Inspector Calls, and selections from the AQA Power and Conflict poetry anthology. Alongside their literature study, they develop key language skills for English Language Paper 1 through analysis of fiction texts and the crafting of descriptive and narrative writing. Students also complete the AQA Spoken Language Endorsement. The year concludes with revision and exam preparation, consolidating knowledge and refining exam techniques across both qualifications to support success in mock assessments.
Assessment Headlines	**AQA GCSE English Language** **Reading Skills** • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references **Writing Skills** • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	

<table>
<tr><td></td><td colspan="2">

- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AQA GCSE English Literature

Reading Skills

- Literal and inferential comprehension
- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.
- Critical reading
- Evaluation of a writer's choice of vocabulary, grammatical and structural features

Writing skills

- Producing clear and coherent text
- Accurate Standard English: accurate spelling, punctuation and grammar

</td></tr>
<tr><td>Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>Recommended reading to support the Year 10 GCSE English Literature and English Language curriculum

A Christmas Carol - Charles Dickens

An Inspector Calls - J.B. Priestley

AQA Worlds and Lives Poetry Anthology

York Notes for A Christmas Carol and An Inspector Calls (Study Guide)

CGP Revision Guides for AQA English Literature (Poetry Anthology and Set Texts)

The Art of Writing English Literature Essays - Neil Bowen (excellent for essay structure and analysis)

An Inspector Calls: York Notes Workbook - for guided analysis and practice questions
AQA GCSE English Language Student Book 1 & 2 - Ken Haworth & Julia Waines

Mr Salles Teaches English - series of guides on A Christmas Carol, An Inspector Calls, and AQA exam technique

Mr Bruff's Guides - including Mr Bruff's</td><td>Recommended websites to support the Year 10 GCSE English Literature and English language curriculum

BBC Bitesize - Revision notes, videos, quizzes, and exam practice for AQA English Literature & Language.
https://www.bbc.co.uk/bitesize/examspecs/zxqncwx

AQA (Official Exam Board) - Specifications, past papers, mark schemes, and exemplar materials.
https://www.aqa.org.uk/subjects/english/gcse

SparkNotes - Clear chapter summaries, themes, character analysis (A Christmas Carol, An Inspector Calls etc.).
https://www.sparknotes.com

Royal Shakespeare Company (RSC) - Resources for Shakespeare study (Macbeth, etc. for wider support).
https://www.rsc.org.uk/education

Mr Bruff (Official Site & YouTube) - Free videos and revision guides for AQA English Language & Literature.
https://www.mrbruff.com
https://www.youtube.com/user/mrbruff

Mr Salles Teaches English (YouTube) - Top-grade strategies, exam walk-throughs, and essay</td></tr>
</table>

	Guide to GCSE English Literature and *Mr Bruff's Guide to GCSE English Language* ***Stand Up, Speak Out: A Book of Speeches*** - curated speeches from Malala Yousafzai, Martin Luther King Jr., Barack Obama, and others	examples. https://www.youtube.com/c/MrSallesTeachesEnglish **Revision World** - Free notes, exam tips, and practice questions. https://revisionworld.com/gcse-revision/english
Number of lessons in this subject:	9 lessons per fortnight	
Mid-year exam will assess:	AQA English Literature - Exam style questions AQA English Language - Exam style questions	
End of year exam will assess:	AQA English Literature - Exam style questions AQA English Language - Exam style questions	

Curriculum Map - Key Stage 4

Geography

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel B</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aims of this course are to enable students to build on their Key Stage 3 knowledge and skills to:
• Develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts.

• Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.

• Develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Topic 2: Development dynamics
• What is the scale of global inequality and how can it be reduced?
• How is ONE of the world’s emerging countries managing to develop? (India case study)</td></tr>
<tr><td>Term 2</td><td>Topic 4: The UK's evolving physical landscape
• Why does the physical landscape of the UK vary from place to place?
• Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?
• What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?
• Why is there a variety of river landscapes in the UK and what are the processes that shape them?
• What are the challenges for river landscapes, people and property and how can they be managed?

Topic 6: Geographical investigations - two investigations, including fieldwork and research, carried out in contrasting environments, one from 'River processes and pressures' and the other from 'Dynamic urban areas'.
• Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK. Investigate how and why quality of life varies within urban areas</td></tr>
<tr><td>Term 3</td><td>Topic 3: Challenges of an urbanising world
• What are the causes and challenges of rapid urban change?
• Why does quality of life vary so much within ONE megacity in a developing country OR emerging country? (Mumbai Case study)

Topic 1: Hazardous Earth
• How does the world’s climate system function, why does it change and</td></tr>
</table>

		how can this be hazardous for people? • How are extreme weather events increasingly hazardous for people? (Hurricane Katrina and Typhoon Haiyan case study) • Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? (Japan and Haiti case study)
Assessment Headlines	**Paper 1:** • The assessment is 1 hour and 30 minutes. • The assessment consists of three sections (Topic 1, Topic 2 and Topic 3) • The assessment is out of 94 marks. • The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper. • Each question is set in a context. • The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions. **Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues.** **Paper 2:** • The assessment is 1 hour and 30 minutes. • The assessment consists of three sections (Topic 4, Topic 5 and Topic 6) • The assessment is out of 94 marks. • The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper. • Each question is set in a context. • The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions. **Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues.** **Paper 3:** • The assessment is 1 hour and 30 minutes. • The assessment is out of 64 marks. • The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper. • Each section explores an aspect of a geographical issue leading to the final decision-making question related to the issue. • The exam includes multiple-choice questions and will include short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from three decisions assessed by a 12-mark extended writing question. **Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues.**	

<table>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Pearson GCSE Geography revision guide

CGP GCSE Geography revision guide

Challenging reads:
Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics - Tim Marshall

Factfulness: Ten Reasons We're Wrong About the World - And Why Things Are Better Than You Think - Hans Rosling

Remade: How Geoengineering Could Change the World - Oliver Morton

Divided: Why We're Living in an Age of Walls - Tim Marshall

Ghosts of the Tsunami: Death and Life in Japan - Richard Lloyd Parry

Worth Dying For: The Power and Politics of Flags - Tim Marshall</td><td>https://www.bbc.co.uk/bitesize/examspecs/zsytxsg

https://www.internetgeography.net/

https://timeforgeography.co.uk/

https://revisionworld.com/gcse-revision/geography

https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Topic 2</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">• Topic 2
• Topic 3
• Topic 4</td></tr>
</table>

Curriculum Map - Key Stage 4
History

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A GCSE Historian will develop a broad knowledge and understanding of different societies and the diverse range of human experiences across time. They will explore both continuity and change throughout history, gaining insight into how and why events occurred. Students will use evidence and their own historical judgement to explain the significance and impact of events, while critically assessing and interpreting a range of sources and differing historical viewpoints. Through their studies, they will also build a strong chronological understanding of the periods covered.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Paper 1: Crime and Punishment Through Time, c1000-present
Thematic - Topic 1 - Medieval England
To what extent did the Church help or hinder justice in the Medieval period?
• Influence of King, Church & community
• Common crimes, punishments their purpose
• Enforcing the law in village communities
• Big changes to society & new crimes

Paper 1: Crime and Punishment Through Time, c1000-present
Thematic - Topic 2 - Early Modern England
‘The most dominating factor including crime and punishment in Early Modern England was religious change.’ How far do you agree?
• Defining new crimes
• New ways of enforcing the law
• Significant changes to punishments
• Gunpowder Plot and Witches case-study

Paper 1: Crime and Punishment Through Time, c1000-present
Thematic - Topic 3 - 18th & 19th Centuries
‘The main purpose of punishment during the period 1500-1700 was to deter people from committing crimes.’ How far do you agree?
• Industrialisation & urbanisation
• Decriminalisation & end to certain punishments
• Pentonville Prison case-study and prison reform
Huge developments in law enforcement</td></tr>
<tr><td>Term 2</td><td>Paper 1: Crime and punishment Through Time, c1000-present
Historic Environment - Topic 4 - Whitechapel, c 1870 - c 1900: Crime, policing and the inner city
To what extent did the Jack the Ripper case highlight the failings of the police and the poor conditions in Whitechapel?
• National & regional policing
• Whitechapel and problems faced
• Policing in Whitechapel and methods
• Jack the Ripper case</td></tr>
</table>

		Paper 1: Crime and punishment Through Time, c1000-present **Thematic - Topic 5 - Recent Times** **To what extent did science and technology impact crime and punishment in the modern day?** • Nature of crimes and changing definitions • Role of authorities and community • Changes to policing and prison system • Treatments of COs case-study during WW1 • Derek Bentley trail case-study **Paper 2: Superpower Relations and the Cold War** **Topic 1 - The Origins of the Cold War** **To what extent did ideological differences bring about the Cold War?** • Ideological differences • US & Soviet rivalry • The division of Europe & the arms race • The Hungarian Uprising (1956)
	Term 3	**Paper 2: Superpower Relations and the Cold War** **Topic 2 - Development of the Cold War** Which crisis brought about the most tension during the Cold War between 1958 and 1970? • Tension of Berlin (1958-63), Cuba (1961), Czechoslovakia (1968) crises & their impact • Building of the Berlin Wall • Cuban Missile Crisis & impact **Paper 2: Superpower Relations and the Cold War** **Topic 3 - The End of the Cold War** Why did the Cold War come to an end? • US & Soviet collaboration in the 1970s • The 'Second Cold War' • The collapse of the Soviet Union and end of Cold War **Paper 1: Early Elizabethan England** **Topic 1 - Queen, government and religion** How important was the issue of Elizabeth's legitimacy to the issue facing her as Queen at the beginning of her reign? • Society & Government • Elizabeth I's problems in 1558 • The issue of religion and settlement in 1559 • The threat of Mary, Queen of Scots
Assessment Headlines	**Paper 1** **Whitechapel, c1870-c1900: crime, policing and the inner city** Q1: Describe two features of… (4) Q2a): How useful are Sources A and B for… (8) Q2b): How could you follow up Source A to find out more about… (4) **Paper 1** **Crime and Punishment in Britain, c1000-present**	

<table>
<tr><td></td><td colspan="2">Q3: Explain one way in which… (4)
Q4: Explain why… (12)
Q5: How far do you agree? (16 + 4 SPaG)

Paper 2
Part A: Superpower Relations and the Cold War, 1941-91
Q1: Explain two consequences of… (8)
Q2: Write a narrative account analysing… (8)
Q3: Explain the importance of two of the following… (16)</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zcw76sg

https://app.senecalearning.com/teacher/resource-hub?Subject=History</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Paper 1: Crime & Punishment</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Paper 2: Superpower Relations & the Cold War</td></tr>
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Curriculum Map - Key Stage 4

Jewish Studies

<table>
<tr><th colspan="3">Year 10
Exam Board: AQA</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Students will explore Islamic Beliefs and understand how their practices impact Muslims today. They will have considered diversity in belief between Muslims in Britain and those who live in Muslim countries. They will know how to answer 1, 4, 6 and 12-mark GCSE questions.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1 - Islam Beliefs</td><td>Students will explore Islamic Beliefs and understand how their practices impact Muslims today. They will have considered diversity in belief between Muslims in Britain and those who live in Muslim countries. They will know how to answer one, four, six and 12-mark GCSE questions.</td></tr>
<tr><td>Term 1/2 - Islam Practices</td><td>In this unit, students will explore the core practices of Islam, including the Shahadah (declaration of faith), Salah (daily prayers), Sawm (fasting during Ramadan), Zakah (charity), Hajj (pilgrimage), and Jihad (struggle to maintain faith). They will also learn about key Islamic festivals, such as Id-Ul-Adha, Id-Ul-Fitr, and Ashura, and how these practices shape the spiritual and communal life of Muslims.</td></tr>
<tr><td>Term 2 - Judaism Beliefs</td><td>Students will explore the core beliefs of Judaism, including God as one and eternal, the covenant with Abraham and Moses, the importance of the Torah, life after death, and the role of messianic expectations. They will examine how these beliefs shape Jewish identity, values, and daily life.</td></tr>
<tr><td>Term 2 - Judaism Beliefs</td><td>Students will learn about key Jewish practices, including Shabbat, kashrut (dietary laws), prayer, festivals such as Passover and Yom Kippur, and rites of passage. They will see how these practices express faith, strengthen community, and connect Jews to their history and God.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Formative assessment will include:

• An Array of GCSE questions, ranging from 1-12 mark questions.
• Quizzes focused on subject knowledge.
• End of year mock examination will take place in June</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>https://www.aqabookshop.co.uk/product/gcse-religious-studies-for-aqa-a-judaism/cynthia-bartlett/9780198370369/</td><td>Judaism - GCSE Religious Studies - BBC Bitesize
https://thersteacher.com/home2022/judaism/

Islam - GCSE Religious Studies - BBC Bitesize</td></tr>
</table>

Number of lessons in this subject:	5 lessons per fortnight
Mid-year exam will assess:	Islam Beliefs Islam Practices
End of year exam will assess:	Judaism and Islam Beliefs Judaism and Islam Practices

Curriculum Map - Key Stage 4

Maths

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">To develop fluency and depth of understanding in number, algebra, geometry and data handling. To reason, interpret and communicate mathematically with these areas. To solve problems within maths and in context.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>
Unit 1 - Congruence, similarity and enlargement
• Enlargement by positive and fractional scale factors, find missing lengths and angles using similarity and identify congruent triangles (F)
• Negative scale factor, area and volume of similar shapes, congruence (H)

Unit 2 - Trigonometry
• Find missing sides and angles using right angled trigonometry (F)
• Trigonometry in 3D, sine and cosine rule, area of any triangles (H)

Unit 3 - Representing solutions of equations & inequalities
• Forming and solving equations and inequalities, show and interpret inequalities on a number line, draw and find solutions to equations using straight line graphs (F)
• Represent inequality solutions on number lines and using set notation, solving quadratic equations and inequalities by factorisation (H)

Unit 4 - Simultaneous equations
• Solving linear simultaneous equations algebraically and graphically (F)
• Solving simultaneous equations with both linear and one linear and one quadratic, solving involving a third unknown (H)
</td></tr>
<tr><td>Term 2</td><td>
Unit 5 - Angles and bearings
• Measure, read and draw angles and bearing, interpret scale diagrams, solve bearing problems using trigonometry and Pythagoras (F)
• Solve bearing problems using sine and cosine rule (H)

Unit 6 - Circles
• Calculate circumference, area, arc length and sector area of circles, calculate surface area and volume of cylinders, spheres and cones (F)
• Use and prove circle theorems, surface area and volume of cylinders, spheres and cones, problems with area and volume of similar shapes (H)

Unit 7 - Vectors
• Represent, draw and use vectors, vector addition and subtraction (F)
• Represent, draw and use vectors, including vector addition and subtraction, geometrical problems with vectors (H)
</td></tr>
</table>

		Unit 8 - Ratio and fractions • Comparing, sharing and interpreting ratio, unit ratios, currency conversion, best buy problems, combining ratios, linking ratio and algebra **(F)** • Use ratio and fractions to make comparisons, currency conversions, unit ratios, best buy problems, ratio in area and volume problems **(H)** **Unit 9 - Percentages and interest** • Compare and covert fractions, decimals, percentages, percentages of amounts, increases and decreases, simple and compound interest, original amount percentage change, growth and decay **(F)** • Repeated percentage change, iteration, growth and decay **(H)**
	Term 3	**Unit 10 - Probability** • Single event probabilities using tables, Venn diagrams, frequency trees and tree diagrams for independent/dependent events, relative frequencies **(F)** • Probabilities from tables, Venn diagrams and frequency trees, construct and interpret tree diagrams for conditional probability **(H)** **Unit 11 - Collecting, representing and interpreting data** • Populations, samples, frequency tables and polygons, two-way tables, pie charts, histograms, averages, time series, stem and leaf, scatter graphs **(F)** • Stratified sampling, frequency tables and polygons, histograms, stem and leaf, cumulative frequency diagrams, box plots, scatter graphs with extrapolation **(H)** **Unit 12 - Non calculator methods** • Rounding, limits of accuracy, financial maths problems **(F)** • Surds, upper and lower bounds, financial maths problems **(H)** **Unit 13 - Types of numbers and sequences** • Prime factorisation, HCF and LCM, arithmetic, geometric sequences, nth term **(F)** • Sequences with surds, quadratic sequences **(H)** **Unit 14 - Indices and roots** • Powers, roots, standard form and index laws **(F)** • Fractional indices, calculations with standard form **(H)**
Assessment Headlines	Short end of unit checks assessing key concepts. Mid-year and end of year assessments will be a mix of fluency, application and problem solving. Questions will be a mix of fluency, application and problem solving. The questions vary in level of difficulty, getting progressively more challenging throughout the paper. There will be a mix of calculator and non-calculator papers.	

	Books	Websites
Useful Resources	Edexcel Pearson Revision guide - Foundation and Higher available	www.mathsgenie.co.uk www.corbettmaths.com https://sparxmaths.com/
Number of lessons in this subject:	8 lessons per fortnight	
Mid-year exam will assess:	Units 1 - 4	
End of year exam will assess:	Units 1 - 12	

Curriculum Map - Key Stage 4

Physical Education (Core)

<table>
<tr><th colspan="3">Year 10</th></tr>
<tr><td rowspan="6">Sports over the academic year</td><td rowspan="2">Term 1</td><td>Autumn 1
Football, Netball, Badminton</td></tr>
<tr><td>Autumn 2
Football, Basketball, Table tennis</td></tr>
<tr><td rowspan="2">Term 2</td><td>Spring 1
Football, Netball, Badminton</td></tr>
<tr><td>Spring 2
Football, Basketball, Table tennis</td></tr>
<tr><td rowspan="2">Term 3</td><td>Summer 1
Athletics field events
Athletics track events</td></tr>
<tr><td>Summer 2
Rounders, Cricket</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Students receive a behavior mark published on their end of term reports.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE (9-1) PE - Ross Howitt

The Science of Sport: Sprinting - Geoffrey Dyson

101 Youth Fitness Drills - Gareth Sapstead</td><td>BBC Bitesize PE
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

TeachPE
https://www.teachpe.com

OCR GCSE PE Resources
https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

AQA GCSE PE Resources
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

BBC Sport Academy
http://news.bbc.co.uk/sportacademy/hi/default.stm

PE Scholar
https://www.pescholar.com</td></tr>
</table>

		Sports Coach UK (UK Coaching) https://www.ukcoaching.org
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	N/A	
End of year exam will assess:	N/A	

Curriculum Map - Key Stage 4
Physical Education (GCSE)

Year 10 Exam Board: AQA		
Sports over the academic year	Term 1	**Autumn 1** **Applied Anatomy and Physiology** 1a. Musculoskeletal system, structure and function of the skeletal system, types of joints (synovial, hinge, ball and socket) and range of movement at joints **Sports Psychology** 4. Classification of skill and difficulty continuum. Goal setting and performance outcomes, information processing, types of guidance and feedback
		Autumn 2 **Applied Anatomy and Physiology** 1b. Structure and function of the cardio-respiratory system, gaseous exchange, lung volume, blood vessels, cardiac cycle, and cardiac output. 1C. Anerobic and aerobic exercise. Oxygen debt and effects of exercise **Sports Psychology** 4. Arousal and inverted U theory, mental preparation, personality types and types of motivation
	Term 2	**Spring 1** **Movement Analysis** 2. Levers and mechanical advantage, antagonistic pairs and planes of axes and types of movement **Socio-cultural Influences** 5. Participation rates, barriers to participation and stereotypes, disabilities in sport and data analysis
		Spring 2 **Physical training** 3. Health and fitness, components of fitness
	Term 3	**Summer 1** **Physical training** 3. Components of fitness continued **Socio-cultural Influences** 5b. Commercialisation, sports media

		Ethical Issues 5c. Sportsmanship, gamesmanship, performance enhancing drugs
		Summer 2 **Physical training** 3. Methods of training, fitness testing, warm up and cool down. **Health and fitness** 1. Physical, social and emotional health, somatotypes, diet nutrition and energy expenditure
Assessment Headlines	Students to be graded across two test papers • **Paper 1** - Physiology and Anatomy • **Paper 2** - Socio-cultural issues and sports psychology	
Useful Resources	**Books** **AQA GCSE (9-1) PE -** Ross Howitt **The Science of Sport: Sprinting** - Geoffrey Dyson **101 Youth Fitness Drills** - Gareth Sapstead **GCSE Simplified** - Revision Guide	**Websites** **BBC Bitesize PE** https://www.bbc.co.uk/bitesize/subjects/znyb4wx **TeachPE** https://www.teachpe.com **OCR GCSE PE Resources** https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/ **AQA GCSE PE Resources** https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582 **BBC Sport Academy** http://news.bbc.co.uk/sportacademy/hi/default.stm **PE Scholar** https://www.pescholar.com **Sports Coach UK (UK Coaching)** https://www.ukcoaching.org
Number of lessons in this subject:	5 lessons per fortnight	
Mid-year exam will assess:	N/A	
End of year exam will assess:	N/A	

Curriculum Map - Key Stage 4

Performing Arts - Drama

<table>
<tr><th colspan="3">Year 10
Exam Board: Eduqas</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Throughout the year 10 curriculum, students will learn a range of performative, design, and analysis skills to support their understanding of theatre history, how it is created (Designed, Scripted, Performed), how it is analysed and its overall usage to society. Students will explore this from a range of perspectives (culturally and socially).</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Interpreting Theatre (The Basics) - Students will learn about the basics of the theatre including stage positions, types, roles and responsibilities and performance skills
• Designing Theatre - Students will learn about the design elements and how they can be used in performance work.</td></tr>
<tr><td>Term 2</td><td>• Practitioner Skills - Epic Theatre, Physical Theatre and Total Theatre - Students will create a range of micro performances using their learnt knowledge about the practitioners who created the above styles of theatre.</td></tr>
<tr><td>Term 3</td><td>• Devised Performance - Students will create a devised performance or design in a group using the influence of one of the studies practitioners in term 2.
• Noughts and Crosses - Students will gain an understanding of the play Noughts and crosses and how it can be performed and designed for a contemporary audience.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Theatre Basics Exam & Design Project Assessment
• Term 2 - Micro performance Assessments & Noughts and Crosses Exam
• Term 3 - Mock Devised Performance & Mock Noughts and Crosses Exam</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Noughts and Crosses Paperback Script

WJEC/Eduqas GCSE Drama

WJEC/Eduqas GCSE Drama Designing Drama Lighting, Sound, Set & Costume Design

WJEC/Eduqas GCSE Drama - Study & Revision</td><td>Revision Resources - BBC Bitesize

YouTube - Drama Dan

YouTube - Miss Drury Drama</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
</table>

Mid-year exam will assess:	**Performance Assessment - Learners will be assessed on:** • Their application of performance skills, including interaction with other performers, where appropriate, throughout the performance, to realise artistic intentions. • Their ability to create and interpret a character/role using relevant aspects of the practitioner/genre style to realise artistic intention. • Their individual contribution to the performance and their ability to sustain audience interest throughout the performance.
End of year exam will assess:	**Noughts and Crosses Exam - Learners must consider how the text is constructed and how performances create meaning through:** • The characteristics of the performance text, including genre, structure, character (including interpretation and function within an extract), form and style, language/dialogue, stage directions. • The social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created. • How meaning is interpreted and communicated through performance conventions, use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene o relationships between performer and audience, the design of lighting, sound, set (including props) and costume, hair and make-up, the actor's vocal and physical interpretation of character.

Curriculum Map - Key Stage 4

Performing Arts - Music

Year 10 Exam Board: Eduqas		
Curriculum Aims	Students will spend year 10 learning how to expand their knowledge of the musical elements and start explaining in great detail the impact they can have on pieces of music. In year 10 students will be introduced to the four Areas of Studies. They will explore, study, and understand two setworks whilst working on developing their compositional and performance skills.	
Main topics/areas studied this year	**Term 1**	• **Interpreting music** - Students will be listening to unfamiliar pieces of music whilst using the musical elements to describe these pieces of music. Students will have to use high levels of musical vocabulary and specialist terminology to describe what they hear. • **Forms and Devices** - Students will be looking at the Baroque period, Classical period, and the Romantic period in music. Students will be learning all the terminology that is associated with Forms and devices as well as composition and playing techniques. • **Setworks** - Students will start to learn about one of two pieces of music that are set directly by EDUQAS that they will be asked questions about in their written paper.
	Term 2	• **Music for Ensemble** - Students will be looking at different ensemble groupings used in music such as Chamber music, Musical theatre and Blues and Jazz. They will learn specialized vocabulary to describe each one and understand how to perform and compose in this style. • **Film Music** - Students will be looking at the history of film music. They will learn specialized vocabulary to describe each one and understand how to perform and compose in this style. • **Setworks** - Students will start to learn about one of two pieces of music that are set directly by EDUQAS that they will be asked questions about in their written paper. • **Free Composition**
	Term 3	• **Composition** - Students will continue to develop their compositional skills. Students will be working on draft one of their set work composition and will continue to improve it. • **Popular Music** - Students will be looking at Popular Music. They will learn specialized vocabulary to describe each one and understand how to perform and compose in this style. • **Setworks** - Students will start to learn about one of two pieces of music that are set directly by EDUQAS that they will be asked questions about in their written paper.

<table>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1: Area of Study Exam - Forms and Devices and Popular Music
• Term 2: Area of Study Exam - Music for Ensemble and Film Music
• Term 3: Popular Music and Composition</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>CGP Practice and Workbook with Audio

EDUQAS Music Textbook (Revised Edition)

EDUQAS Music (Revised Edition) Revision Guide</td><td>YouTube - Setwork: Badinerie

YouTube - Badinerie Revision Song

YouTube - Setwork: Africa

YouTube - Africa Revision Song

Teoria - Music Theory

Eduqas - Digital Resources

Exercises - Music Theory</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Coursework: Students will have to complete their first composition and solo performance.

Composition will be assessed by the following 3 categories:
• Creativity and Development of musical ideas
• Technical control of musical elements and resources
• Structure and stylistic coherence

Performance will be assessed by the following 3 categories:
• Accuracy
• Technical Control
• Expression and Interpretation</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Knowledge about the following:
• Exam paper on Forms and Devices, Popular music, music for ensemble, film music

Coursework: Ensemble Performance</td></tr>
</table>

Curriculum Map - Key Stage 4

Science - Biology

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Biology - Cells and Control
Students will learn about mitosis and its importance in growth and repair.
Students will also look at how specialised cells work in specific systems such as nervous system, the brain and the eye.
Biology - Genetics
Students will learn the importance of meiosis in genetic variation.
Students will also learn about DNA and its importance in variation and inheritance.</td></tr>
<tr><td>Term 2</td><td>Biology - Natural selection and Genetic Modification
Students will learn about the theory of Evolution by Natural Selection and how evidence was collected to support the theory.
Students will have a greater understanding of how genetic engineering and selective breeding is used in Agriculture.</td></tr>
<tr><td>Term 3</td><td>Biology - Health, Disease and Development of Medicine
Students will learn about health and how different pathogens can affect health of organisms.
Students will explore the mechanisms by which the immune system protects the human body, how medicines are developed, the nature of diseases and viruses and the life cycle of plants.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1BI0/1F, 1BI0/1H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in Biology
Topic 2 - Cells and control
Topic 3 - Genetics
Topic 4 - Natural selection and genetic modification
Topic 5 - Health, disease and the development of medicines
Paper 2 (Paper code: 1BI0/2F, 1BI0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks

Content overview
Topic 1 - Key concepts in biology
Topic 6 - Plant structures and their functions
Topic 7 - Animal coordination, control and homeostasis
Topic 8 - Exchange and transport in animals</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">

- **Topic 9 -** Ecosystems and material cycles

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.
</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Biology
https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/ber46-gcse-biology-edexcel-revision-guide</td><td>Edexcel specification Biology
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Biology

Links to videos for all the core practicals
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC Bitesize
https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f

Online Seneca assignments
https://senecalearning.com/

Exam questions
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">

- Key Concepts in Biology
- Plant Structures and their Functions
- Ecosystems and Material Cycles
- Biology - Cells and Control
</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">

- Key Concepts in Biology
- Plant Structures and their Functions
- Ecosystems and Material Cycles
- Cells and Control
- Genetics
- Natural selection and Genetic Modification
</td></tr>
</table>

Curriculum Map - Key Stage 4

Science - Chemistry

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Chemistry - Acid and Bases
Students will learn about acid and bases, what happens in the reactions between acids & bases, how indicators can be used and how salts can be prepared in the laboratory.
Groups, Rates & Energy changes
Students will learn about properties & reactions of Groups 1,7 and 0.
They will learn how changes in conditions affect rate of reactions and about energy transfers during chemical reactions.</td></tr>
<tr><td>Term 2</td><td>Fuels & Atmosphere
Students will learn about hydrocarbons in crude oil and how they are separated.
They will learn the problems caused by atmospheric pollution, how and why fracking is carried out and different fuels.
They will learn how the Earth's atmosphere has developed in the past and the cause and effects of climate change.</td></tr>
<tr><td>Term 3</td><td>Electrolysis, Metals and Equilibria
Students learn about reactivity, oxidation and reduction.
They learn how metals are extracted, the advantages of recycling, what happens during electrolysis, equilibria in chemical reactions, the Haber process and half-equations.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1CH0/1F and 1CH0/1H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in chemistry
Topic 2 - States of matter and mixtures
Topic 3 - Chemical changes
Topic 4 - Extracting metals and equilibria
Topic 5 - Separate chemistry 1
Paper 2 (Paper code: 1CH0/2F and 1CH0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in chemistry
Topic 6 - Groups in the periodic table
Topic 7 - Rates of reaction and energy changes</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">

- **Topic 8** - Fuels and Earth science
- **Topic 9** - Separate chemistry 2

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.
</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Chemistry
https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/cer46-gcse-chemistry-edexcel-revision-guide</td><td>Edexcel specification Chemistry
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry

Links to videos for all the core practicals
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC Bitesize
https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f

Online Seneca assignments
https://senecalearning.com/

Exam questions
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">

- States and Separating Techniques
- Atoms and Periodic Table
- Structure and bonding
- Calculations in chemistry
- Chemistry - Acid and Bases
</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">

- States and Separating Techniques
- Atoms and Periodic Table
- Structure and bonding
- Calculations in chemistry
- Acid and Bases
- Groups, Rates & Energy changes
</td></tr>
</table>

Curriculum Map - Key Stage 4

Science - Physics

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Physics - Waves and EM Spectrum
Students will learn that waves transfer energy & information, how to describe wave properties, how the speed of waves is related to frequency and wavelength, how waves are refracted and reflected.
Students learn how to use ray diagrams to explain reflection, refraction and total internal reflection.
How to make coloured light, how lenses work.
Properties of EM waves and their uses and harmful effects.
Facts that affect the temperature of earth.
Radioactivity
Students learn about atomic structure, different types of radiation.
Background radiation that is all around us.
Uses of radioactivity and its dangers, including medical applications and nuclear fission and fusion.</td></tr>
<tr><td>Term 2</td><td>Astronomy
Students will learn ideas about how the solar system has changed over time due to methods of observation.
Why gravity is different on different bodies and how it affects orbits
What red shift is and what is shows, different theories on origin of the universe, the life cycle of stars.</td></tr>
<tr><td>Term 3</td><td>Static electricity
Students learn about charging using friction and induction, uses and dangers of static, and the shape and size of electric fields.
Electricity and Circuits
Students learn about current, charge, potential difference, and calculation of resistance, power and energy transferred.
They also learn about components with changing resistance, mains electricity and electrical safety.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1PH0/1F and 1PH0/1H) Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts of physics
Topic 2 - Motion and forces
Topic 3 - Conservation of energy
Topic 4 - Waves
Topic 5 - Light and the electromagnetic spectrum</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">

- **Topic 6** - Radioactivity
- **Topic 7** - Astronomy

Paper 2 (Paper code: 1PH0/2F and 1PH0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts of physics
Topic 8 - Energy - Forces doing work
Topic 9 - Forces and their effects
Topic 10 - Electricity and circuits
Topic 11 - Static electricity
Topic 12 - Magnetism and the motor effect
Topic 13 - Electromagnetic induction
Topic 14 - Particle model
Topic 15 - Forces and matter

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.
</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Physics
https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sehr46-gcse-combined-science-edexcel</td><td>Edexcel specification Physics
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Physics

Links to videos for all the core practicals
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC Bitesize
https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f

Online Seneca assignments
https://senecalearning.com/

Exam questions
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
</table>

Mid-year exam will assess:	• Motion • Forces • Energy • Physics - Waves and EM Spectrum
End of year exam will assess:	• Motion • Forces • Energy • Waves and EM Spectrum • Radioactivity • Astronomy

Curriculum Map - Key Stage 4

Science - Combined

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Biology - Cells and Control
Students will learn about mitosis and its importance in growth and repair.
Students will also look at how specialised cells work in specific systems such as nervous system.
Chemistry - Acid and Bases
Students will learn about acid and bases, what happens in the reactions between acids & bases, how indicators can be used and how salts can be prepared in the laboratory.
Physics - Waves and EM Spectrum
Students will learn that waves transfer energy & information, how to describe wave properties, how the speed of waves is related to frequency and wavelength, how waves are refracted and reflected.
Students learn how to use ray diagrams to explain reflection, refraction and total internal reflection.
How to make coloured light, how lenses work.
Properties of EM waves and their uses and harmful effects,
facts that effect the temperature of earth.
Biology - Genetics
Students will learn the importance of meiosis in genetic variation.
Students will also learn about DNA and its importance in variation and inheritance.</td></tr>
<tr><td>Term 2</td><td>Biology - Natural selection and Genetic Modification
Students will learn about the theory of Evolution by Natural Selection and how evidence was collected to support the theory.
Students will have a greater understanding of how genetic engineering and selective breeding is used in Agriculture.
Chemistry - Groups, Rates & Energy changes
Students will learn about properties & reactions of Groups 1,7 and 0.
They will learn how changes in conditions effect rate of reactions and about Energy transfers during chemical reactions.
Physics - Radioactivity
Students learn about atomic structure, different types of radiation.</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td></td><td>

- Background radiation that is all around us.
- Uses of radioactivity and its dangers

</td></tr>
<tr><td>Term 3</td><td>

Biology - Health, Disease and Development of Medicine

- Students will learn about health and how different pathogens can affect health of organisms.
- Students will learn how the immune system defends the human body and medicines are developed and used

Chemistry - Fuels

- Students will learn about hydrocarbons in crude oil and how they are separated.
- They will learn the problems caused by atmospheric pollution, how and why cracking is carried out and different fuels.

Physics - Electricity and Circuits

- Students learn about current, charge, potential difference, and calculation of resistance, power and energy transferred
- They also lean about components with changing resistance, mains electricity and electrical safety

</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">

Paper 1: Biology 1 (*Paper code: 1SC0/1BF, 1SC0/1BH)
Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.

Content overview

- Topic 1 - Key concepts in biology
- Topic 2 - Cells and control
- Topic 3 - Genetics
- Topic 4 - Natural selection and genetic modification
- Topic 5 - Health, disease and the development of medicines

Paper 2: Biology 2 (Paper code: 1SC0/2BF, 1SC0/2BH)
Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.

Content overview

- Topic 1 - Key concepts in biology
- Topic 6 - Plant structures and their functions
- Topic 7 - Animal coordination, control and homeostasis
- Topic 8 - Exchange and transport in animals
- Topic 9 - Ecosystems and material cycles

Paper 3: Chemistry 1 (Paper code: 1SC0/1CF, 1SC0/1CH)
Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.

Content overview

- Topic 1 - Key concepts in chemistry
- Topic 2 - States of matter and mixtures
- Topic 3 - Chemical changes
- Topic 4 - Extracting metals and equilibria

</td></tr>
</table>

Paper 4: Chemistry 2 (Paper code: 1SC0/2CF, 1SC0/2CH)
Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 marks

Content overview

- **Topic 1** - Key concepts in chemistry
- **Topic 6** - Groups in the periodic table
- **Topic 7** - Rates of reaction and energy changes
- **Topic 8** - Fuels and Earth science

Paper 5: Physics 1 (Paper code: 1SC0/1PF, 1SC0/1PH)
Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.

Content overview

- **Topic 1** - Key concepts of physics
- **Topic 2** - Motion and forces
- **Topic 3** - Conservation of energy
- **Topic 4** - Waves
- **Topic 5** - Light and the electromagnetic spectrum
- **Topic 6** - Radioactivity

Paper 6: Physics 2 (Paper code: 1SC0/2PF, 1SC0/2PH)
Written examination: 1 hour 10 minutes. 16.67% of the qualification. 60 marks.

Content overview

Topic 1 - Key concepts of physics
Topic 8 - Energy - Forces doing work
Topic 9 - Forces and their effects
Topic 10 - Electricity and circuits
Topic 12 - Magnetism and the motor effect
Topic 13 - Electromagnetic induction
Topic 14 - Particle model
Topic 15 - Forces and matter

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.

Useful Resources

Books	Websites
Higher tier revision guide: https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sehr46-gcse-combined-science-edexcel?srsltid=AfmBOoqEE9GWkNmWIMpytPDLoJGE7nEMOWADdMaPe-ilrQdNIQh2BsDV **Foundation tier revision guide:** https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sefr46-gcse-combined-science-	**Edexcel specification and resources:** https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html **Links to videos for all the core practicals:** https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf **BBC bitesize:** https://www.bbc.co.uk/bitesize/examspecs/zqkw

	edexcel	w6f **Online Seneca assignments:** https://senecalearning.com/ **Exam questions:** https://www.physicsandmathstutor.com/
Number of lessons in this subject:	9 lessons per fortnight	
Mid-year exam will assess:	• **Biology** - Cells and Control • **Chemistry** - Acid and Bases • **Physics** - Waves and EM Spectrum • **Biology** - Genetics	
End of year exam will assess:	**Biology** • Key Concepts in Biology • Plant Structures and their Functions • Ecosystems and Material Cycles • Cells and Control • Genetics • Natural selection and Genetic Modification **Chemistry** • States and Separating Techniques • Atoms and Periodic Table • Structure and bonding • Calculations in chemistry • Acid and Bases • Groups, Rates & Energy changes **Physics** • Motion • Forces • Energy • Waves and EM Spectrum • Radioactivity	

Curriculum Map - Key Stage 4

Spanish

<table>
<tr><th colspan="3">Year 10
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• To provide students with the necessary range of grammar and vocabulary to understand and express themselves in Spanish.
• To develop an understanding of other cultures based on respect and knowledge.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td>Digital Life
Free Time Activities
Holidays and Travel</td></tr>
<tr><td>Term 2</td><td>Family
Physical and Personality Descriptions
Healthy Lifestyle
Accidents and Injuries</td></tr>
<tr><td>Term 3</td><td>School Life
Local Area and Cities
Shopping</td></tr>
<tr><td>Grammar</td><td>Nouns and adjectives agreement
Conjugated verbs in several tenses
Articles and pronouns
Adverbs, sequencers</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 - Speaking in Spanish:
• Foundation tier: 7-9 minutes plus 15 minutes preparation time; 50 marks
• Higher tier: 10-12 minutes plus 15 minutes preparation time; 50 marks
• 25% of the qualification

Paper 2 - Listening and Understanding:
• Foundation tier: 45 minutes, including 5 minutes reading time, 50 marks
• Higher tier: 60 minutes, including 5 minutes reading time, 50 marks
• 25% of the qualification

• Paper 3 - Reading and Understanding:
• Foundation tier: 45 minutes, 50 marks
• Higher tier: 60 minutes, 50 marks
• 25% of the qualification

Paper 4: Writing in Spanish:
• Foundation tier: 1 hour 15 minutes; 50 marks.
• Higher tier: 1 hour 20 minutes; 50 marks.
• 25% of the qualification</td></tr>
</table>

Useful Resources	**Books**	**Websites**
	Pearson Edexcel Textbook CGP Student Guide	BBC Bitesize Seneca
Number of lessons in this subject:	6 lessons per fortnight	
Mid-year exam will assess:	My life Holidays and Travel	
End of year exam will assess:	All topics and grammar	