



# Poltair School Curriculum Overview for Year 10

## 2023-2024



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>GCSE English Literature Paper 1: C19th Novel Study</b> To what extent can Dickens' allegorical Christmas text be viewed as a critique of Victorian greed and inequality? Why is Dickens' moral message so timeless? <i>GCSE English Language Paper 1 – Explorations in Creative Reading and Writing</i>		<b>GCSE English Literature Paper 2: Modern Texts</b> How does J.B. Priestley explore the importance of responsibility in his didactic play <i>An Inspector Calls</i> ? <i>GCSE English Language Paper 2 – Writers Viewpoints and Perspectives</i>		<b>GCSE English Literature Paper 2 – Power and Conflict Poetry</b> How do poets present power, conflict and identity across their poetry? <i>GCSE English Language S&amp;L NEA: The power of the spoken word: how do we construct a powerful argument?</i>	
<b>Mathematics</b>	<b>Decimals</b> <b>Linear Graphs</b> <b>Representing Data</b> <b>Percentages</b>	<b>Sequences</b> <b>Probability</b> <b>HCF/LCM (F)</b>	<b>Compound Measures</b> <b>Real-Life Graphs</b> <b>Algebraic Thinking</b>	<b>Quadratic Equations &amp; Non-Linear Graphs</b> <b>Circles</b> <b>Pythagoras (F)</b>	<b>Equations (F)</b> <b>Simultaneous Equations (H)</b> <b>Inequalities</b>	<b>Similarity &amp; Congruence</b> <b>Constructions, Loci and Bearings</b>
<b>Combined Science</b>	<b>Ecology:</b> Why are plants important in an ecosystem? <b>Supply &amp; Demand:</b> How do we generate electricity to meet the demand?	<b>Transferring Energy:</b> How can we make energy transfers & systems more efficient? <b>Bonding and Organic Chemistry:</b> How are compounds formed?	<b>Chemical and Energy Changes:</b> How are chemical bonds made and broken? <b>Particle Model of Matter:</b> What is matter like?	<b>Atomic Structure:</b> If radiation is so dangerous, why do we use it? <b>Quantitative Chemistry:</b> How do we calculate the amount of chemical in a sample?	<b>Maths in Science:</b> How do we approach multistep calculations? <b>PPE Preparation and PPE DIRT</b>	<b>Biodiversity:</b> What are the effects of human activity on biodiversity?
<b>Biology</b>	<b>Ecology:</b> Why are plants important in an ecosystem?		<b>Biodiversity:</b> What are the effects of human activity on biodiversity?		<b>Homeostasis:</b> What is the structure and function of the nervous system? <b>PPE preparation and PPE DIRT</b>	
<b>Chemistry</b>	<b>Bonding and Organic Chemistry:</b> How are compounds formed?		<b>Chemical and Energy Changes:</b> How are chemical bonds made and broken?		<b>Quantitative Chemistry:</b> How do we calculate the amount of chemical in a sample? <b>PPE Preparation and PPE DIRT</b>	
<b>Physics</b>	<b>Supply &amp; demand:</b> How do we generate electricity to meet the demand?	<b>Transferring Energy:</b> How can we make energy transfers and systems more efficient?	<b>Particle Model of Matter:</b> What is matter like? What are the properties of different substances?	<b>Atomic Structure:</b> If radiation is so dangerous, why do we use it?	<b>Maths in science skills:</b> How do we approach multistep calculations? <b>Forces:</b> How can we design objects to travel faster, be safer and stop more quickly? Part 1 <b>PPE Preparation and PPE DIRT</b>	

<b>Geography</b>	<b>Living World - Tropical Rainforests:</b> Exploring the Amazon Rainforest and understanding deforestation.	<b>Natural Hazards - Plate Tectonics:</b> Investigating earthquakes <b>Extreme Weather Systems:</b> Storms & typhoons.	<b>Urban Issues &amp; Growth - Urbanisation:</b> Social and economic growth, regeneration, and challenge.	<b>Natural Hazards - Climate Change:</b> Evidence, theories, mitigation, and adaptation. <b>Urban Issues &amp; Growth - Megacities:</b> Exploring Rio, growth, and challenge.	<b>Physical Landscapes - Coastal Erosion:</b> Contributing factors and coastal management. <b>Living World - Svalbard:</b> Climate, ecological adaptation, challenges, opportunities & management.	<b>PPE Preparation, Revision and Fieldwork</b>
<b>History</b>	<b>American West:</b> Migration across the Plains <b>Settlements</b> on the Plains.	<b>American West: Tensions</b> between Cowboys and Settlers <b>Manifest Destiny;</b> Effects on Native Americans Way of Life.	<b>Elizabethan England:</b> Elizabeth's <b>early reign;</b> politics and religion  <b>Conflict</b> at home and abroad.	<b>Elizabethan England:</b>  <b>Society</b> in Elizabethan England – education, attitudes, poverty, leisure & exploration.	<b>Medicine in Britain</b> Medicine in <b>Medieval</b> Britain  Changes to Medicine through the <b>Renaissance</b>	<b>Medicine in Britain</b> Changes to Medicine through the <b>18<sup>th</sup> and 19<sup>th</sup> Centuries;</b> germ theory and Medicine in industrial Britain.
<b>MFL</b>	<b>Holidays and travel</b> Reinforcing understanding of phonics. Consolidating our understanding of the past tenses and how to talk about our experiences when on holiday.	<b>Transactional Holiday Language</b> Learning how to get by in a range of situations when travelling in a French/ Spanish speaking country.	<b>Teenage Life</b> Talking about social media, films, and music.	<b>Daily Life</b> Free time, sports and other hobbies <b>Preparing for the speaking exam</b>	<b>Cross Topic Revision and Exam Skills</b> Skills for speaking, reading, writing and listening.	<b>Global Dimension</b> Volunteering abroad
<b>Computer Science</b>	<b>Computer Systems &amp; Programming</b> The Architecture of a CPU & CPU performance; programming syntax; how characters, numbers, images, and sound are stored in a computer digitally. Using Integrated development environments/compiler; developing code which uses selection and count controlled and condition-controlled iteration. Using the IDLE, characteristics of languages in Computer Science.		<b>Computer Systems, Networks and Digital Society</b> Developing and testing a robust and error free code. Operating systems, utility software, open source, and proprietary software; different networks, the vulnerabilities and how to protect them; computer laws and the issues and benefits of a digital society; how information is sent over a network and the role of protocols and layers. developing code which uses lists strings and subroutines.		<b>Representation, Algorithms and Logic</b> Understanding Boolean logic is used in computing, creating, and combining Boolean operators. Creating truth tables; the differences between computer languages, their strengths, and weaknesses; the role of functions and procedures in developing code which is maintainable; the role of translators, compilers, and interpreters in producing code which can be executed.	
<b>Personal Development and Religious Education</b>	<b>People &amp; Protests:</b> What are the different rights, reasons and laws around protests? Examples of protests	<b>Staying Safe in Relationships &amp; Online:</b> Pornography; it's effect on sex, emotions & behaviour. The laws	<b>Christianity:</b> The key beliefs & practises of Christianity. The beliefs of followers, the teachings of Jesus	<b>Islam:</b> The key beliefs and practises of Islam. The beliefs of followers, the teachings of	<b>Religion &amp; the Big Questions.</b> Exploring "big questions" in society from a legal, moral & religious point of view. For example, abortion and euthanasia through secular and religious viewpoints.	

	and understanding their cause.	around Revenge Pornography, FGM & Forced Marriage. <b>Taught in an age appropriate &amp; sensitive manner.</b>	and their practise in real life. (Short Course RE)	Muhammed (phub) and their practise in real life. (Short Course RE)		
<b>Music</b>	<b>Component 1 – Exploring Music Products and Styles</b> Students explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Students delve deep into a variety of music from the 50s to the present, as well as world music, music for media, western classical styles of music and jazz & blues. This leads up to a PSA where students must demonstrate their knowledge of different genres of music through a portfolio and a practical demonstration of skills and knowledge.			<b>Component 2 – Music Skills Development - Preparation</b> Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, whilst documenting their progress and planning for further improvement.		
<b>Art</b>	<b>Why do artists play with ideas, materials and failure?</b> Studying Jackson Pollock, Betti Sar & Joseph Connell, how images link to culture, viewpoint, experience and history. Using a range of materials, techniques and skills such as collage, chalk pastel and ink.	<b>Reimagining Art</b> Exploring a range of artists that are creating art that is responding to / reimagining the voices of enslaved people. Banksy, Winslow Homer, Labaina Himids, Turner, Gericault. Developing a critical understanding of sources, experimenting, and responding to the materials to create a voice.			<b>Solving Problems</b> How design and the creative industries provide a significant employment sector of the arts. Meeting a design brief and fulfilling the criteria to create a final product. Research, selection and presentation with annotated opinions that link to artists, craftspeople and designers.	
<b>Creative Media Production</b>	<b>Introduction to Media Concepts</b> Students investigate and explore a range of media products and their practical uses.	<b>Component 1 - Exploring Media Products</b> Students develop the understanding of how media products create meaning for their audiences. Students examine existing products and explore different media production techniques.			<b>Component 2: Developing Digital Media Production Skills - Preparation.</b> Students develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.	
<b>Design and Technology</b>	<b>New and emerging technologies in design and manufacturing</b> Students study methods of design and production including ethics and sustainability	<b>Mechanical systems then Materials and their working properties</b> Students produce a mechanical system that can convert between different types of motion then study material properties across a range of traditional and modern/smart materials	<b>Example of a NEA-style project</b> Students develop their iterative design processing skills through a variety of material categories.	<b>Materials and their properties with a focus on wood and manufactured boards</b> Students continue to develop practical skills with marking out, cutting and joining	<b>Using and producing Technical drawings</b> Students learn to sketch and develop different drawing techniques. They also learn about the scales of production and continue to develop practical skills with a variety of hand and machine tools.	<b>The Design process</b> Investigating contexts and developing research skills. Developing practical skills
<b>Hospitality and Catering</b>	<b>Health and Safety in Hospitality &amp; Catering</b> Students explore the needs of the consumer such as dietary and health requirements. Students also explore food safety as well as food-induced ill health and		<b>Importance of Nutrition</b> Creating a balanced meal as part of a <b>balanced diet</b> . How cooking methods can affect nutritional value.		<b>Customer Expectations and Requirements</b> Students look at <b>menu planning</b> and how to plan production of an effective menu. Students learn about how <b>hospitality and catering providers function</b> , develop	

	preventative measures, Hazard Analysis Critical Control Points (HACCP), Environmental Health, food safety practices when preparing, cooking, and serving a range of dishes.	<b>Menu planning</b> - preparing, cooking, and serving a range of nutritional dishes that meet dietary requirements.	menus, and cater safely and within the law. Students also look at the <b>success factors</b> of hospitality and catering and what makes a business successful.
<b>Performing Arts (Acting)</b>	<p align="center"><b>Component 1 – Exploring the Performing Arts</b></p> <p>Students will explore a range of creative and rehearsal processes from a range of styles and genres before their PSA is released. They will then explore one of these in more detail - looking at how professionals take a script from page to stage and how the creative process contributes to the creative intentions of the repertoire.</p>		<p align="center"><b>Component 2 - Developing Skills and Techniques in the Performing Arts</b></p> <p>Students will participate in a variety of skills-based workshops where they will develop their practical performance skills. They will complete a skills audit at the start of the PSA and set themselves targets for the practical. LOA -will assess their ability to perform in role and apply techniques in rehearsal.</p>
<b>Sport</b>	<p><b>Component 1 – Preparing Participants to Take Part in Sport and Physical Activity</b> Exploring the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. Considering research, equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>		<p><b>Component 2 – Taking Part and Improving Other Participants Sporting Performance</b></p> <p>Investigating the components of fitness and their effect on performance, taking part in practical sport, exploring the role of officials in sport and applying methods and sporting drills to improve other participants' sporting performance.</p>
<b>Health and Social Care</b>	<p><b>Component 1 - Human Lifespan Development.</b></p> <p>Exploring different aspects of growth &amp; development &amp; the factors that can affect this across the life stages. Considering the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development &amp; how individuals cope with and are supported through changes caused by life events.</p>		<p><b>Component 2 - Health and Social Care Services and Values.</b></p> <p>Exploring health and social care services &amp; how they meet the needs of service users. Investigating the skills, attributes &amp; values required when giving care.</p>
<b>Core PE</b>	<p align="center"><b>Lifelong participation in sport and physical activity</b></p> <p>Students will build confidence in developing personal fitness and sports specific skills that help to promote lifelong active lifestyles. Students will tackle increasing complex and demanding sports specific skills, applying tactics in competitive situations and participate in different roles and responsibilities through a range of sports and activities:  Athletics, Basketball, Cricket, Football, Health &amp; Fitness, Netball, Outdoor Adventurous Activities, Rounders, Rugby, Softball, Table Tennis  Depending on pathway, students will follow a selection of the sports listed above.</p>		