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| BBS Year 10 Curriculum | | | | | | |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Art** | Baseline assessment. | Baseline assessment. | Controlled assessment preparation. | Controlled assessment preparation. | Controlled assessment project. | Controlled assessment project. |
| **Careers** | Careers in Curriculum Week 1.  PSHE - Core Theme 3 (See PSHE Curriculum).  Work Experience. Launch & Support Sessions.  Careers Fair - Post 16 advice.  START Profile (careers software). | PSHE - Core Theme 3 (See PSHE Curriculum).  Work Experience. Support Sessions.  Work Experience Awards Night -Speakers from Businesses.  START Profile (careers software). | Careers in Curriculum Week 2.  Work Experience drop in sessions.  START Profile (careers software). | START Profile (careers software).  Easter Homework.  Work Experience drop in sessions. | Careers in Curriculum Week 3.  START Profile (careers software). Half Term Homework.  Work Experience drop in sessions.  H&S on Work Experience sessions. | Work Experience.  Work Place visits for students without placements.  Work Experience. Debrief Activities.  FF Choices.  Checklist activity. |
| **Child Development** | Understand reproduction and the roles and responsibilities of parenthood.  Understand antenatal care and preparation for birth. | Understand antenatal care and preparation for birth.  Understand postnatal checks, postnatal provision and conditions for development. | Understand postnatal checks, postnatal provision and conditions for development.  Understand how to recognise, manage and prevent childhood illnesses. | Understand how to recognise, manage and prevent childhood illnesses.  Know about child safety. | Understand the key factors when choosing equipment for babies from birth to 12 months. | Understand the key factors when choosing equipment for children from one to five years. |
| **Computing / ICT** | System architecture.  Memory | Storage.  Wired and Wireless | Networks  Security | Software.  Ethics. | Algorithms.  Programming Techniques | Robust Programs. |
| **Drama** | Introduction to baseline assessment: components 1-3. | Practitioners: style, genre, form, structure and character. | Mock component 1: devising in full | Component 3 – Theatre Makers in Practice:  Section A: The Crucible (link to Crime and Punishment).  Section B: Woman in Black | | |
| **DT** | Enterprise  People and Culture  Paper and boards.  Selecting & working with materials.  Stock forms.  Specialist techniques.  Investigation- primary & secondary data. | Production techniques and systems  New and emerging technologies  Selecting & working with materials.  Stock forms.  Scales of production.  Specialist techniques.  The work of others. | Sustainability  Environment  New and emerging technologies  Timber.  Metals and alloys.  Selecting & working with materials.  Forces & stresses  Ecological & social footprint.  Stock forms.  Specialist techniques. | Energy generation & storage  Development in new materials.  Textiles  Polymers  Material properties.  Selecting & working with materials.  Sources & origins.  Stock forms.  Specialist techniques. | Industry  Development in new materials.  Systems and mechanical devices.  Material properties.  Selecting & working with materials.  Stock forms.  Specialist techniques. | NEA |
| **English** | Macbeth (theatre in Elizabethan England)  Creative/narrative | Jekyll and Hyde  Reading language paper 1 | An Inspector Calls (link to industrial revolution). | Power and conflict poetry | Power and conflict poetry | Lang 1 and Macbeth  Spoken language: planning, structure, audience |
| **Enterprise** | Exploring Enterprises | Exploring Enterprises | Exploring Enterprises | Exploring Enterprises | Promotion and finance for enterprise. | Promotion and finance for enterprise. |
| **Food Preparation and Nutrition** | Food safety module.  Hygiene - dangers- safety  Preparation - knife skills - claw - bridge - correct technique onion and garlic – softening.  Food Nutrition & Health - proteins fats & Carbs.  Aeriation mixing - weighing- measuring – preparation.  Food Nutrition & Health - Vitamins - fat/water soluble.  Safety of foods ( kidney beans) Safe use of hob & oven - Cleaning workstation.  Food Nutrition & Health - Macro Micro nutrients - Minerals fibre and water - healthy eating.  Assessment and DIRT. | Recap term contents.  Nutritional needs and age groups - deficiency diseases.  Practical - must make béchamel sauce from scratch - can turn into cheese etc.  Diet related health problems - energy needs.  Practical - Raising agent - products - cakes and bread.  Nutritional analysis - meals for different age groups.  Why food is cooked 3 methods - cooking methods.  Practical - free cook - using melting methods. | Changing Properties.  Raising Agents & microorganisms.  Food spoilage & food poisoning.  Grown food, GM, reared food and caught food. Global food production.  British and international cuisines.  Primary and secondary food processing.  Assessment and DIRT. | Food fortification and modification.  Cultural, religious and moral food choices.  Food labelling.  Influences of marketing.  Factors affecting food choice.  Assessment and DIRT. | Basic mixtures and recipes.  Fruits and vegetables.  Milk, cheese and yoghurt. | Meat, fish, poultry and eggs.  Beans, nuts and seeds.  Butter, oil, margarine, sugar and syrup. |
| **Geography** | Component 1  Topic 2: Weather hazards and climate change. | Component 3  Topic 7: Geographical investigations – fieldwork. | Component 1  Topic 2: Weather hazards and climate change. | Component 2  Topic 5: Global development. | Component 1  Topic 3: Ecosystems, biodiversity and management. | Component 2  Topic 3: Ecosystems, biodiversity and management.  Finish Topic 3 and commence revision for Yr10 mock. |
| **History** | Whitechapel Knowledge: living and working conditions, immigration and diversity, problems faced by police and Whitechapel murders. Whitechapel: Source utility skills: creating an enquiry, analysing source utility.  Revision for mock exam. | Elizabethan England: Key Topic 1 Accession to the throne and early reign 1558-1569 – structure of government, early problems, religious settlement and reactions, arrival of Mary Queen of Scots. | Elizabethan England: Key Topic 2 Threats from home and abroad – Catholic plots, decline of Anglo-Spanish relations, war with Spain (Armada 1588). | Elizabethan England: Key Topic 3 Society in the Age of Exploration – education, leisure, poverty, exploration, voyages, case study on Raleigh and Virginia. | Cold War: Key Topic 1 – Breakdown of the Grand Alliance at end of WW2 – Soviet expansion, Truman Doctrine, Marshall Plan, Berlin Airlift and Blockade, NATO, Warsaw Pact, Arms Race and Hungarian Uprising. | Cold War : Key Topic 2 – Crises – Berlin Wall, Bay of Pigs and Cuban Missile Crisis, Prague Spring.  Summer Revision and Exam. |
| **Maths Foundation** | Perimeter and area.  3D forms and volume. | Real-life graphs.  Straight-line graphs. | Transformations 1: translations, rotations and reflections.  Transformations 2: enlargements and combinations. | Ratio.  Proportion.  Right-angled triangles: Pythagoras and trigonometry. | Probability 1  Probability 2 | Multiplicative reasoning.  Plans and elevations.  Constructions, loci and bearings. |
| **Maths Higher** | Perimeter, area and circles.  3D forms and volume, cylinders, cones and spheres.  Accuracy and bounds. | Transformations.  Constructions, loci and bearings. | Solving quadratic and simultaneous equations.  Inequalities. | Probability.  Multiplicative reasoning.  Similarity and congruence in 2D and 3D. | Graphs of trigonometric functions.  Further trigonometry. | Collecting data.  Cumulative frequency, box plots and histograms. |
| **MFL French** | Family and friends.  Irregular verbs in the present tense  Reflexive verbs  Near future tense  Perfect tense  Imperfect tense  Using a variety of tenses | Free time.  Depuis and present tense.  The comparative.  Imperfect tense.  Direct object pronouns.  Superlative adjectives. | Celebrations and festivals.  Using pouvoir and devoir.  Questions using tu and vous.  Pronoun `en`.  Venir de and INF. | Where you live.  Using the pronoun ‘y’  Negatives  Using quel / quelle / quels / quelles.  Future tense  Using 3 tenses together. | Revision | Exams |
| **MFL Spanish** | Free time, influences and sports.  Stem changing verbs  Soler & INF  Imperfect tense  Perfect tense  Using a range of past tenses | Family and friends.  Para & INF  Present continuous tense  Ser & estar  Relationship verbs | Home and city.  Directions  Se puede & INF  Future tense  Demonstrative adjectives  Conditional tense  Using a variety of tenses together | Food and festivals.  The passive voice  Reflexive verbs in the preterite tense  Literary texts  Irregular verbs in the preterite tense  Absolute superlatives  Expressions followed by INF | Revision | Exams |
| **Music** | Baseline Assessment.  Looking through GCSE techniques. | AOS5 - Conventions of pop.  1st Solo performance and composition workshops. | AOS5 - Conventions of pop.  1st Solo performance and composition workshops. | AOS4 - Film Music  2nd Solo Performance and 1st Controlled assessment composition. | AOS4 - Film Music  2nd Solo Performance and 1st Controlled assessment composition. | AOS2 – Classical Concerto  3rd solo performance and composition 1 continued  Mock Exam |
| **PE Boys** | Rugby  Badminton | Trampolining  Table Tennis  Leadership | Football  Gymnastics | Basketball  OAA | Athletics  Tennis | Rounder’s  Cricket |
| **PE Girls** | Netball  Gymnastics | Badminton  OAA  Leadership | Couch 2 5K  Trampolining  Football | Rugby  Dance | Athletics  Rounder’s | Cricket  Tennis |
| **PSHE** | Core theme 3 – developing workplace knowledge | Core theme 3 – expectations, roles and responsibilities, health and safety at work. | Core theme 3 – living in the wider world (ageism and prejudice). | Core theme 2 – sexual health. | Core theme 2 – sexual health and relationships. | Core theme 1 – health and well-being. |
| **Psychology** | Topic 1 Development  Start of October (mini assessment) | Topic 1 Development  Assessment (End of topic test)  Topic 2 Memory | Topic 2 Memory  Assessment (End of topic test)  Topic 3 Psychological problems | Topic 3 Psychological problems | Topic 3 Psychological problems  Assessment (End of topic test)  Topic 4 Brain and neuropsychology | Topic 4 Brain and neuropsychology  ASSESSMENT MOCK EXAM (PAPER 1: TOPICS 1-4) |
| **RS** | Happily ever after: marriage, divorce, the family. | Who are the Shia?  Is it fair – issues of wealth and poverty. | How do we show we belong? – issues of commitment to a religion. | Is there a God? – worship, belief and non-belief. Why is Jesus so important to Christians? | Why do we punish people? | Issues of human rights. |
| **Sociology** | 1.Socialisation and cultural transmission | 2.Family  Research project | 1.Education | 2.Social stratification: class and poverty | Summer  1 and 2 Inequality – gender- feminism / ethnicity/ sexuality/age/ disability. | Summer  1 and 2 Inequality – gender- feminism / ethnicity/ sexuality/age/ disability. |
| **Science (NB: route through can differ depending on teaching combination)** | B5 Communicable disease  C4 Chemical Calculations  P7 Radioactivity | B6 and B7 Preventing disease and non-communicable disease  C5 Chemical Changes  P6 Molecules and Matter | B8 and B9 Photosynthesis and respiration  C6 Electrolysis  P1 Conservation of energy | B10 Nervous system  C7 Energy Changes  P2 Energy transfer by heating | B11 Hormones  C8 Rates and equilibrium  P5 Electricity in the home | Revision and Mock preparation.  Review of assessment and close the gap tasks |