

**Year 10**

**Curriculum Mapping**

**Curriculum Mapping**



 Subject: Art and Design Year Group: 10

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| **September- October** | **November- December**  |
| *Theme:* Portraits. The work of Alexander Calder, David Hockney and Matisse*Students learn about:** The styles of famous portrait artists
* Experimenting with a variety of media and techniques
* Creating own self-image in artist style

*Literacy:* Key words associated with new techniques. How to write about the processes involved in new techniques*Numeracy:* Understanding of scale, proportion. Measuring accurately to produce outlines and sketches.*ICT:*Internet research to investigate artists and techniques.*TS & PC*: Working with others (WWO), Self-Management (SM)*RRSA: Article 31*Tracker – Hockney drawings / Alexander Calder sculpture | **Mid-** **Term**  | *Theme:* Portraits. Students look at cartoon portraits, caricatures and gargoyles to create their own ceramic character.  *Students learn about:*Observing detail through a variety of drawing media. How to take close up photographs. Using clay to replicate pattern and design. Slab building, pinch pots and coil building.*Literacy:* Analysing Edvard Munch; Jim Henson characters.Learning key words associated with drawing and ceramic techniques. How to write succinctly and use evaluative vocabulary to critique a ceramic experiment. Write notes to explain processes and techniques. *Numeracy:* Measure and accurately to draw images. Estimate scale and proportion.*ICT:*Research examples of ceramic characters using search engines.*TS & PC*: Working with others (WWO), Self-Management (SM)*RRSA: Article 31**Careers:*Investigate local ceramic artists. Tracker: ceramic character |

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| **January- February**  | **March** |
| *Theme:* PortraitsStudents complete their own self portrait.*Students learn about:** The formal elements of line, texture and tone to closely observe their facial expressions
* The importance of concentration and observation to achieve an accurate likeness.

*Literacy:* Group critique, evaluation and key words.*Numeracy:* Schematic drawing of the face requiring measurement and scale*TS & PC*: Working with others (WWO), Self-Management (SM)*Tracking Assessment:* Self Portrait drawing | **Mid- Term**  | *Theme*: PortraitsStudents study Pop Art. They experiment with Photoshop to manipulate a photograph of themselves. They look at the work of the artists Craig and Karl and they complete their own pop art collage portrait. *Students learn about:*Following a commission or design brief.Using experimental knowledge from term 1 and 2A to complete a project.Making wise and considered choices following a range of experimental challenges.Acting on evaluations and teacher feedback to complete their project using their best skills.*Literacy:* Students discuss examples of artists work and learn artistic vocabulary to critique their own*Numeracy:* Drawing grids to produce an image. Measuring and enlargement skills*ICT:* Use of Photoshop filters and image adjustments to create own pop art portrait.*TS & PC*: Working with others (WWO), Self-Management (SM)*Careers:*Investigation of the artists Craig and Karl and the brand created by their work*Tracking assessment:* Pop art portrait collage. |

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|  | **April-May** | **June** |
| **Easter holidays** | *Theme:* Insects and animals. Colour theory.*Students learn about:*Observational drawing from life and photographs. Advanced colour wheel mixing leading to a painting showing texture and colour. *Literacy:* Writing about their own and others art. Building on previous writing frames to develop evaluative vocabulary in preparation for GCSE. Analyse work of Rosalind Monks*Numeracy:* Measuring paint quantities to complete accurate colour mixing. Sketching to show proportion and shape. *TS & PC*: Working with others (WWO), Self-Management (SM) |  | *Theme*: Insects and Animals: Pattern design sheets*Students learn about:*Completing design sheets to develop ideas from drawings and sketches.*Literacy*Annotating work to explain ideas and intent.*Numeracy*Measuring and positioning work to complete accurate presentation.*TS & PC*: Working with others (WWO), Self-Management (SM) |



**Curriculum Mapping 2023-24**

 Subject **Drama** Year Group **10**

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| **September- October** |  | **November- December** |
| **‘Who Done It’? – Missing Person**Students will gain an understanding of role play through rehearsed/spontaneous improvisationStudent will understand how Dramatic Tension can be created in a piece of dramaVoice skills, including: tone; pitch; pace; register; clarityStudents will use theatre arts to help increase the dramatic tension + create mood and atmosphere within the dramaThinking Frames (Cause + Effect – What happened to Ann?)Perform ImprovisationPeer + Self evaluationPrep for Tracker 1 **Homework Tasks**Homework Booklet; Research Task – Sources Powerpoint;Maths in Drama Challenge – Murder Mystery Task; Design a Missing Girl Poster for Ann or write a Newspaper article about her disappearance**HOM: 3** Listening with Understanding + Empathy; **15** Thinking Interdependently**Literacy:** Tools for listening + talking; communication – oral + written; homework/classwork booklet; drama terminology and vocab; dramatic irony; newspaper report; police interviews**Numeracy:**  Warm up games/exercises. Maths in Drama Challenge**ICT:** Research crime; Missing Girl Poster; newspaper report**TS & PC:**  Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others**Prior Learning:** Continue development of Key Stage 3 Drama**RRSA:**  Articles 11, 18 + 19**Careers:** The role of the police; Journalism**Cross Curricular Skills:** Research skills; Themes explored may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords. **Tracking assessment:** ‘Who Done It’ Improvisation + Homework booklet; End of unit evaluation; Tracker Test  | **Mid-** **Term**  | **Devised Drama – War & Conflict**What is war; effects of war etc – Thinking FrameAir raid shelter/The Blitz – tableau + thought tracking/thought tunnelEvacuees – mime + characterisation‘Britannia Rules’ by Liz Lochhead English in Drama Challenge Task In the trenches – writing in role + split stagingLife in A Jar – Irena Sandler + Sir Nicholas Winton – form + structure, stance, body language + facial expression9/11 – purpose, monologue, mood + atmosphere, narratorNeighbours at war – forum theatreDomestic violence – movement + dance drama, hot-seatingPupils devise their own piece of drama based on the theme of ‘War + Conflict’Thinking Frames (Brainstorming, Describing + Sequencing)Perform Prep for Tracker 2 – Christmas exam**Homework Tasks**Homework Booklet; Create mood board of ideas to stimulate + support ideas they are working on in class; Writing in role; Thinking Frames; Introduction to Prop Design – powerpoint; design + make a prop (evacuee label); Research a ‘war’ of their choice + create a powerpoint/presentation; Research Sir Nicholas Winton or Irena Sandler or someone of their own choice who saved children during the war – display their investigation research in a format of their own choice**HOM: 3** Listening with Understanding & Empathy; **15** Thinking Interdependently **Literacy:** Images of war; ‘Britannia Rules’ Liz Lochhead extract; ‘Dulce et Decorum Est’ Wilfred Owen; writing in role; ‘The Letterbox’ by AnnMarie Di Mambro – English in Drama Challenge Task; ‘Behind The Wall’ Tracy Chapman; ‘I am Sarah’ poem anon; research; newspaper headline + topical news stories; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:** Warm up games/exercises; identify and collect information; presentation of research in bar graphs/pie charts etc.**ICT:** Internet research; powerpoint; apps/internet for sound effects; YouTube – clips for 9/11; presentation of task completed; use software, systems + consoles**TS + PC:** Managing information; Being creative; Self-management; Working with others**Prior Learning:** Continue development of Key Stage 3 Drama**RRSA:** Articles 18, 19, 22, 38 & 39**Careers:** Army, Police, Counselling **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords. **Tracking assessment:** ‘War & Conflict’ Improvisation + Written Paper |
| **Jan - Feb** |  | **March - June** |
|  **Devised Drama – ‘Inside Out’ Explore Drama Conventions through the theme of Mental Health** Explore different attitudes and beliefs through role playAllow opportunity for students to experiment with conventions within their drama work – tableaux; split stage; monologue; thought tunnel; sound collage; cross-cutting; voice over; etc.Provide the opportunity for students to experiment with the structure of devised drama piecesExperiment with language, voice + interpretation of meaningExploration of characterisation techniquesSelect the best conventions to use in order to enhance a piece of workUse theatre arts appropriately in a devised piece – focusing on sound + propsChoice of Thinking FramesSelf + Peer Evaluation **Homework Tasks** Homework Booklet; Research Tasks; Script writing; Writing in role; BBC Bitesize **HOM: 3** Listening with Empathy + Understanding **11** Creating, Imaging + Innovating**Literacy:** Newspaper articles/feature; media – film ‘Let Him Have It Chris’; writing in role; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:** Scaled drawings/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets**ICT:** Internet research; powerpoint; apps/internet for sound/lighting effects; YouTube; presentation of folio items; use software, systems + consoles**TS + PC:** Managing information; Being creative; Self-management; Working with others**Prior Learning:** Continue development of Key Stage 3 Drama**RRSA:** Articles 13, 19, 23, 37 + 40**Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as RE & PD; Links with English: Speaking + Listening; Script reading/writing; keywords. **Tracking assessment:** ‘Derek Bentley’ Improvisation + Homework booklet; End of unit evaluation; Tracker Test | **Mid term****Revision** | **Scripted Unit – Mini GCSE Unit****Prep for Summer Examination**  Students will experience:Reading a script; layout of script + the purpose of stage directionsSharing ideas + opinions on a scriptAudience awarenessImprovisation cards + role cardsFact Files: Social; Cultural; Historical; Theatrical Conventions; Form & Style; Genre; Language and StructureWords such as: Friendship; Honesty; Integrity; Bullying; Victim; Perpetrator; Protagonist; AntagonistWriting in RoleChoice of Thinking FramesIntroduction to directing skills - The Staqe Grid + terminology such as Up Stage Centre; plotting and blocking; Costume Design; (GCSE Q2a = b + Q3a) **Homework Tasks**Homework Booklet; Script reading + associated tasks; Script writing; Design Tasks **HOM: 8** Applying Past Knowledge to New situations; **9**Thinking + Communicating with Clarity + Precision **Literacy**: Complete the Homework/classwork booklet; choiceof appropriate script depending on the ability/interests of thestudents possibly ‘Swamper’ – Anti-Drugs; ‘Our Day Out’;‘Blood Brothers’; Teechers’ or extracts from plays – The Toy Shop; Pandora’s Box; etc**Numeracy:** Warm up games/exercises; identify and collect information; presentation of research in bar graphs/pie charts etc.**ICT:** Research the themes and issues raised within the text; presentation of data; newspaper report/poster/flyer/television advert**TS & PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others**RRSA:** Students decide which Rights they are covering**Prior Learning:** Continue development of Key Stage 3 Drama**Careers:** The role of the Playwright; The role of the Director; possible careers with GCSE Drama + Performing Arts A Level.**Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords. **Tracking assessment:** Script based Improvisation/Scripted scene; Homework booklet; End of Unit Evaluation; Summer Examination  |

  **Curriculum Mapping**

 Subject ENGLISH Year Group 10

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| **September- October** | **November- December**  |
| ***Romeo and Juliet*** | **Mid-** **Term**  | ***A Christmas Carol*** |

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| **January- February**  | **March-April** |
| ***The study of spoken language – planned v spontaneous speech***Tr3 Analysis of spoken language. Identification of key features.Literacy: talk about, plan and edit workListen to and take part in discussions, explanations, role-plays and presentationsSpeak clearly and adapt ways of speaking to audience and situationNumeracy:ICT: study and report on current topical issues using news websitesTS & PC: Working with Others and Managing Information RRSA: Article 2 ,12 and 31Careers: publishing | **Mid- Term**  | ***Media Studies*** ***Analysis of print media – focus on colour connotation and ratio***Literacy: contribute comments, ask questions and respond to others’ points of view. Use evidence from texts to explain opinionsNumeracy: understand the use of statistics and data in non-fictional and persuasive texts.ICT: analysing media texts TS & PC: Working with Others and Managing Information RRSA: Article 2, 12 and 31Careers: PR, media and advertisingTracking assessment: |

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|  | **May** | **June** |
| **Easter holidays** | ***Unit 4: Personal Writing*****TR4 summer examination**Literacy: Use evidence from texts to explain opinionsWrite with increasing accuracy and proficiency for a given purpose and audienceNumeracy:ICT: analysing multimodal images and language in online texts combined for persuasive effect given purpose and intended audienceTS & PC: Managing informationRRSA: Article 2,12 and 31Careers: PR, media and advertisingTracking assessment: TR4 Summer examination | **Revision** | ***Unit 5: Non fiction language study***Literacy: Read a range of texts for information, ideas and enjoyment.Understand use of key terms and techniques for GCSE unit aheadICT: Sourcing audio and video commentaries on news onlineTS & PC: Managing InformationRRSA: Article 2,12 and 31Careers: Law |

**Strangford College is a Rights Respecting School in accordance with the UN Convention on the Rights of the Child. The Year 10 curriculum refers to some the articles below:**

**Article 2.**  **You should have a say in decisions that affect you.**

**Article 12.**  **You have the right to protection against discrimination.**

**Article 24.**  **You should get the best health care possible.**

**Article 28.**  **You have the right to an education.**

**Article 31.** **You have the right to play and relax, sports and drama**



  **Curriculum Mapping**

 Subject Home Economics Year Group: Yr10

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| **September- October** | **November- December**  |
| **What do we eat? – focusing on factors that influence what we eat. Students will consider a range of factors to include religion, culture, money and food trends.** **Locally produced foods and the importance of these to health / economy. Students will consider what foods are in season and how these can be used creatively to cook meals****Students will cook a range of foods** **Assessment task – use one locally produced food to be included in a recipe. Plan the dish and justify your choice.**Literacy: written tasks on factors impacting choice of food Numeracy: handling data (Fairtrade)ICT: Research famous chefs / food trendsTS & PC: Working with others (WWO), Self-Management (SM)RRSA: The right to a good heath and foodCareers: Role of dietician. | **Mid-** **Term**  | **What do we eat? continued****Nutrients needed as part of a balanced diet, sources and functions of these nutrients****Dietary Related disorders to include – anaemia, osteoporosis****Nutrition throughout the life cycle – main focus on teenage diets, nutrients needed to maintain good health**Literacy: discussion work /justifying an opinionNumeracy: Weighing and measuring of ingredientsICT: seeking info (cost comparison)TS & PC: WWO, SMRRSA: Article 6Careers: Role of dieticianTracking assessment: Christmas Exam  |

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| **January- February**  | **March** |
| What do we eat continued? How does food impact our mood – eating for physical and overall, well beingSports Nutrition – requirements for supporting health in the more physically activeConvenience foods – types available, advantages / disadvantages of each / incorporating convenience foods as part of overall lifestyle  Literacy: Key words, reading with a purposeNumeracy: Handling dataICT: Conevenice foods researchTS & PC:RRSA: Article 6Careers: Food Standards Agency | **Mid- Term**  | ***How is our food dangerous?*** ***What is food Hygiene – to include personal hygiene******Food Spoilage – types of / food hazards******Food Poisoning – research 2 different types of food poisoning bacteria******How to treat food poisoning******How do bacteria spread – direct /indirect contamination***Literacy:Numeracy: data handling – food poisoning stats in NIICT: research food poisoning incidents / Food Standards Agency star ratingTS & PC: BC / WWORRSA:Right to safe and clean foodCareers: Option choicesTracking assessment: practical work assessment  |
|  | **April-May** | **June** |
| **Easter holidays** | Food Hygiene - cont’dConditions bacteria need to grow with a focus on impact of temperature controlFood Storage – areas / types of food suitable for each areaUse of the fridge Role of Environmental Health Officer – Canteen Visit to identify procedures in place to maintain hygiene. Students write a report based on findingsLiteracy: evaluation (self and peer)/ written reportNumeracy ICT: TS & PC: WWO /BCRRSA: Article 6 Careers: Environmental Health OfficerTracking assessment: Summer exam (written paper 1hr) | **Revision** | Review of year Key stage 3 to include review of food practical skills learnt. Practice and demo of these through practical work cooking a range of dishes suitable for independent living.Literacy: discussion workNumeracy: comparison of food pricesICT: Research prices / comparison when buying a mobile phone contractTS & PC: WWO / BC / SMRRSA: Article 6 Careers: Trading Standards Officer / Citizens Advice |

  **Curriculum Mapping**

 Subject: ICT Year Group: 10

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| **September- October** | **November- December**  |
| ***Spreadsheets***Literacy: Yr 10 red book, - reading and following instructions, and sequence.Numeracy: Yr 10 red book , formulas, charts, numbers, decimalsICT:TS & PC:see SoWRRSA: Data Protection, laws and rights.Careers: Spreadsheet related to several career choices, and to GCSE options and subjects. Tracking assessment  | **Mid-** **Term**  | PhotoshopLiteracy: Yr 10 Photoshop BookletNumeracy: size, scale, proportion, dimensionsICT:TS & PC:RRSA: appropriate use of images, Copyright, Designs and Patent Act lawCareers: Graphic Design industry, Gaming, and other creative industries. Tracking assessment: Image files saved in appropriate format as part of their final year assessment. |

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| **January- February**  | **March** |
| ***Database***: Literacy: key termsNumeracy: Boolean, query, logicICT:TS & PC:RRSA: Data Protection Act Law and protection of user’s data.Careers: industry standard software. Related to IT jobs. | **Mid- Term**  | ***Database continued***  |

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|  | **April-May** | **June** |
| **Easter holidays** | Choice of topic depending on class and teacher:Games Or WebsiteLiteracyNumeracy: commands, programming, layout, ICT:TS & PC:RRSA:Careers: Industry standard software, depending on choice then related to that area of industry.Tracking assessment: complete one taskCareers: Industry standard software, depending on choice then related to that area of industry.Tracking assessment: complete one task | **Revision** | Continue from Apr/May |

**Curriculum Mapping**

 Subject Mathematics Year Group 10

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| **September- October** | **November- December**  |
|  CoordinatesLinear graphsProportionScales and standard form*Prior Knowledge: Negative numbers concept and arithmetic*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Tracking assessment: Departmental Test | **Mid-** **Term**  | Linear and non-linear sequencesExpanding and factorisingChanging the subject of a formula*Prior Knowledge: Basic algebra notation for four operations*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Tracking assessment: Winter Examination |

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| **January- February**  | **March** |
| ConstructionsCongruencePythagoras’ TheoremAngles in polygons*Prior Knowledge: Square numbers and square roots*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: | **Mid- Term**  | Linear equations and inequalitiesGraphical solutions*Prior Knowledge: Use of inequality symbols with numbers*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Tracking assessment: Tracker 3 Paper |

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|  | **April-May** | **June** |
| **Easter holidays** | ProbabilityWorking with dataScatter graphs*Prior Knowledge: Choosing and reading axis scales accurately*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Computer Modelling | **Revision** | Similarity and enlargementTransformationsTrigonometry*Prior Knowledge: Plotting co-ordinates, naming straight lines*Literacy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: ArchitectTracking assessment: Summer Examination |

**Curriculum Mapping**

 Subject: Languages Year Group: 10

Dynamo 1 and 2 10S and 10T 2nd language French (2x 35 mins per week)

Viva 2 All classes (3x35 mins per week)

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| **September- October** | **November- December**  |
| ***10S and 10T only*** ***W.A.L.T; Dynamo 1 Module 5 EN VILLE pages 104-116******Unit 5 En Ville******FRENCH***

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| * ***Places in town***
* ***What you do at the week-end***
* ***Inviting someone out***
* ***Modal verbs -‘Vouloir’***
* ***Ordering food and snacks at the cafe***
* ***Making future plans***
* ***Using the future tense with ‘aller’ + infinitive***
* ***Talking about a visit to Paris***
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**Literacy**:Using Target Language to communicate with classmates/ The use of Adjectival agreement **Numeracy**: Time frames in French and prices of food and drink using euros**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/ Managing information/working with others**RRSA**: Article 30- EDL celebration of languages**Thinking frame**- Brainstorming frame**Careers**: The value of languages for careers prospects and promotion of the importance of having at least 1 language at GCSESpanish- ALL classesViva 2 Module 4* Revision
* Making arrangements to go out
* Time
* Making excuses
* Daily routine
* Clothes
* Present, Preterite and Future tense revision

**RRS- No es justo- looking at injustice and family conflict****Literacy**:Using Target Language to communicate with classmates/ The use of the present tense**Numeracy**: Time frames in Spanish**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/ Managing information/working with others**RRSA**: Articles 28 and 29- The right to a full educationArticle 30- EDL celebration of languages**Careers**: The value of languages for careers prospects and promotion of the importance of having at least 1 language at GCSE | **Mid-** **Term**  | 10S and T only  **Dynamo 2*****W.A.L.T;******Unit 1- Vive les vacances******FRENCH**** ***Talking about school holidays***
* ***Saying where you visited using the perfect tense with avoir***
* ***Talking about holiday activities and where you went***
* ***Irregular verbs in the perfect tense with avoir***
* ***Using the perfect tense with être.***

**Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in French/ Use of cognates and near cognates/ The Future tense with ‘***aller*** +infinitive’ only. **Numeracy**: **ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs and Managing information**RRSA**: Articles 28 and 29- The right to a full education and the right to express cultural and religious beliefs**Careers**: The significance of learning and language and a focus on wat jobs you can do using your language skills.**Tracking assessment**: **Winter exams**- Reading and Writing skillsSpanish- All classesViva 2 Module 5* Holiday activities
* Directions
* Future plans
* Using the 3 tenses together

**Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/ **Numeracy**: ordering food and drink and using Euros- exchange rates**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs and Managing information**RRSA**: Articles 28 and 29- The right to a full education**Careers**: The significance of learning and language and a focus on what jobs you can do using your language skills.**Tracking assessment**: **Winter exams**- Reading and Writing skills |

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| **January- February**  | **March** |
| **FRENCH 10S and 10T only*****W.A.L.T;******Dynamo 2******Module 2- J'adore les fêtes**** **Festivals and celebrations**
* **Present tense of ER verbs**
* **Buying food at the market**
* **Food with the partitive articles**

 **Literacy**:Using Target Language to communicate with classmates**Numeracy**:**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs**RRSA**: Right to celebrate culture**Careers**: **Tracking assessment**): Speaking presentation Spanish- All classesVIVA 3 Unit 1* Likes and dislikes
* Talking about films
* Birthday celebrations

**Literacy**:Using Target Language to communicate with classmates**Numeracy**: Using euros and the exchange rate for shopping**ICT**: Use of IPAD in class teaching/ triptico/classroom tools/BBC learning clip videos/You tube clips**TS & PC**: Being creative- performing role-plays in pairs/ Working with others- Listen actively and share opinions**RRSA**:  | **Mid- Term**  | ***French 10S and 10T only******W.A.L.T;***

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| ***Dynamo 2******Module 3- A loisir**** Talking about TV programmes, actors and actresses and using adjectival agreements
* Talking about digital technology
* Arranging an outing to the cinema
* Using the 24 hour clock in French
* Talking about leisure activities

 **Literacy**:Using Target Language to communicate with classmates**Numeracy**: numbers and the 24 hour clock**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs**RRSA**: Right to celebrate culture**Careers**: **Tracking assessment**): Speaking presentation  |

Spanish- All classesViva 3 Unit 2* Jobs
* What you would like to do
* Discussing work activities in the past tense

**Literacy**:Using Target Language to communicate with classmates**Numeracy**: **ICT**: Use of IPAD in class teaching/ triptico/classroom tools/BBC learning clip videos/You tube clips**TS & PC**: Being creative- performing role-plays in pairs/ Working with others- Listen actively and share opinions**RRSA**: The right to an education article 28  |

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|  | **April-May** | **June- *Rights Respecting School Focus Unit*** |
| **Easter holidays** | ***10S and T*** ***FRENCH*** ***Dynamo 2 Module 4- Le monde est petit******W.A.L.T;***

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| * ***Talking about where you live***
* ***Revising weather***
* ***Talking about household chores***
* ***Daily routine and reflexive verbs***

 **Literacy**:Using Target Language to communicate with classmates. **Numeracy**: **ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/ working with others and listening actively to our peers**RRSA:** **Careers**: The value of languages for careers prospects |

* **Tracking assessment** Summer exam- Reading, Listening and writing

**All classes****Spanish*** Healthy diet
* Active lifestyles
* Daily routine
* Parts of the body and feeling unwell

 **Literacy**:Using Target Language to communicate with classmates. **Numeracy**: Using Euros- exchange rates**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/ working with others and listening actively to our peers**RRSACareers**: The value of languages for careers prospects* **Tracking assessment** Summer exam- Reading, Listening and writing
 | **Revision****May-June** | 10S and 10T French***W.A.L.T;**** ***RRS-Look at the rights of young people in GB and in France- then looking at poverty in French speaking parts of the developing world and the issues of poverty/famine and child trafficking and what we can do to be better citizens.***

**Literacy**:Using Target Language to communicate with classmates**Numeracy**: Pricing flights/ entrance tickets/transport/accomodation in Normandy**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/Managing formation/ problem-solving and decision making. Justify methods and opinions**RRSA: Articles 1 we are all born free and equal/ Article 2 Freedom from discrimination/ Article 28 we have the right to an education/ Article 4 freedom from slavery and Article 5 we have the right to freedom from torture or degrading treatment****Careers**: The value of languages for careers prospects**Tracking assessment**:: Reporting of Summer exams**All classes****Spanish**Exploring festivals in Spanish speaking countries and researching cultural differences between the UK and Spain.Teaching a dance routine- RRS- The right to keep active and the right to play**Literacy**:Using Target Language to communicate with classmates**Numeracy**: Pricing flights/ entrance tickets/transport/accomodation in Normandy**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs/Managing formation/ problem-solving and decision making. Justify methods and opinions**RRSA: The right to play and leisure and the right to express and celebrate culture****Careers**: The value of languages for careers prospects**Tracking assessment**:: Reporting of Summer exams |

  **Curriculum Mapping**



 Subject: Music Year Group:10

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| **September- October** | **November- December**  |
| **Unit; Film Music*** Explore how music is used in films through active listening and compositional projects.

**Project: Big Buck Bunny composition and keywords test.**Prior Learning: Elements of music, describing music in detailLiteracy: Extended writing musical analysis, writing cue sheets for composition planNumeracy: precise timingICT: Moving image, Teams resourceTS & PC: MANAGING INFORMATION; Communicate with a sense of purpose and audience. BEING CREATIVE(CCT3, 3) Make new connections between ideas/ information.Habits of Mind: 4: Thinking flexiblyRRSA: Article 31 –you have the right to relax, play music, play sports and drama. Careers: film music industryHomeworks: Research, revision of keywords, learning film music keywordsTracking assessment 1: Extended writing/ analytical listening to GCSE standard | **Mid-** **Term**  | **Unit; *Film Music Cont.**** Explore how music is used in films through active listening and compositional projects.
* Focus on ‘scary music’, tonality, dissonance, semitones
* Learn how sounds effects, speech and music are added to film

**Winter Exam: Written listening paper**Prior Learning:Literacy: written paper, extended writing question.Numeracy:ICT: Moving image, Teams resourceTS & PC: managing information: communicate with a sense of purpose and audience. Make connections between ideas and informationHabits of Mind: 4: Thinking flexiblyRRSA: Article 31 –you have the right to relax, play music, play sports and drama. Careers: film music industryHomework: Create own sound effects, listening tasks, revisionTracking assessment 2: winter exam, includes GCSE style listening questions |

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| **January- February**  | **March** |
| **Unit; Electronic Dance Music*** Develop understanding of the genre through analysis and composition.
* Learn how to create loops and manipulate FX

**Tracker :EDM composition.**Prior Learning: Using GarageBand for compositionLiteracy:Numeracy:ICT: Garageband music, use of loops and effects, Teams, ClassnoteTS & PC: THINKING, PROBLEM SOLVING AND DECISION MAKING Sequence, order, classify and make comparisonsUsing ICT, Explore basic features of music technology software Habits of mind: 12: Responding with wonderment and awe. RRSA: Article 31 –you have the right to relax, play music, play sports and drama.Careers: studio music industryHomeworks: Composition, presentation on a DJ/ProducerTracking assessment 3: EDM composition |  | **Unit; Stimulus GCSE style Composition**Develop skills required for GCSE music composition unit through composing to a GCSE past paper stimulus.Prior Learning: Composition, notation, elements of musicLiteracy: reading music notation in different formsNumeracy:ICT: Garageband loops and recording apps, TeamsTS & PC: SELF MANAGEMENT Organise and plan how to go about a task. Seek advice when necessaryHabits of mind: 1:mPersisting, not giving up.RRSA: Article 31 –you have the right to relax, play music, play sports and drama. Careers: Composition, film and TV industryHomeworks: Notation tasks |

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|  | **April-May** | **June** |
| **Easter holidays** | **Unit; Summer exam revision**Prepare for the written exam through revision and practise tasks.**Summer exam: Written listening paper.**Prior Learning: Revise all work from the academic yearLiteracy: extending writing questionsNumeracy:ICT: Teams resourceTS & PC:RRSA: Article 31 –you have the right to relax, play music, play sports and drama. Habits of Mind:Careers:Homeworks: Revise for paperTracking assessment: Summer exam paper | **Revision** | **Unit; Traditional Irish Music*** Introduction to the various genres of traditional music and their instruments, through song and dance forms. Songs based on storytelling and fables will be created.
* Build up skills and knowledge for GCSE music set works

Prior Learning: song compositionsLiteracy: creative writingNumeracy:ICT: Teams resourceTS & PC:Habits of Mind: 12: Respond with wonderment and aweRRSA: Article 31 –you have the right to relax, play music, play sports and drama.Careers:Homeworks: work on your song, listening tasks |

  **Curriculum Mapping**



 Subject: PE Year Group: 10

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| **September- October** | **November- December**  |
| **Girls PE – Gymnastics:** Pupils will practice and develop the basic skills and techniques for gymnastics through taking the weight on their hands, the correct landing, the correct take-off, flight & travel and preliminary vaults.**Literac**y: Communication, suitable vocab, talking & listeningNumeracy: Rotation, turning movements, counting beats**ICT:** Analysis through recordings – using I-pads. Google  Classroom for communication & sharing resources.**TS & PC**: Managing information & Being creative**RRSA**: Article 31 – You have the right to rest and play.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. **Boys PE- Rugby-** in this unit, students will build upon their knowledge and understanding of the game of Rugby. They will further develop their ball handling skills and refine their ability to work as part of a team. Students will be introduced to tackling and rucking. Principles of Rugby covered in this unit are progression, moving forward and applying pressure.**Literacy**: Talking and listening **Numeracy**: Counting passes, timing games, counting number of metres gained.**ICT:** Using ipad analysing defensive and attacking plays.**TS & PC**: Decision making and working with others**RRSA:**:Article 31 – You have the right to rest and play.**Careers:****Tracking assessment**: **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  | **Mid-** **Term**  | **Girls PE** – **Netball**: Pupils will focus on working effectively with others in order to analyse and improve their own and others work through the game of netball. They will do this through recapping basic skills, attacking & tactics for attacking play, defence, positional play and application of the rules.**Literacy**: Talking and listening skills**Numeracy**: Keeping score, timing and rule of held ball**ICT**: Stopwatches. Ipads for assessment & evaluation & Google classroom for communication**TS & PC**: Managing information and being creative**RRSA**: : Article 31 – You have the right to rest and play.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**: Students will be assessed on their knowledge of the skills, application of skills in a game situation, knowledge of the rules and how they incorporate these into playing and umpiring a short match.**Thinking Frames:** The Thinking Frames chosen to be utilised in PE as agreed by the department are:**Part Whole:** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a games context. **Cause Effect:** Reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor programmes. **Boys P**E – Gymnastics: Pupils will practice and develop the basic skills and techniques for gymnastics through taking the weight on their hands, the correct landing, the correct take-off, flight & travel and preliminary vaults.**Literacy**: Communication, suitable vocab, talking & listening**Numeracy**: **ICT**: Analysis through recordings **TS & PC**: Managing information & being creative**RRSA**: Article 31 – You have the right to rest and play.**Careers:****Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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| **January- February**  | **March** |
| **Girls** PE – Dance: Students will explore different modes of movement to music and develop the ability to work with others effectively. This will be done through travel & movement, use of space, cannon & unison, aerobics and rhythm. **Literac**y: Listening skills and group work**Numeracy:** Counting beats in music, rotation.**ICT**: Analysis of performance through IPads & google classroom for communication.**TS & PC**: Being creative and managing information**RRSA**: Article 29- Education must fully develop your talents, skills and abilities.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE –Football**- In this unit, students will work on the following elements of football; Attacking, defending and movement off the ball. Students will develop specific skills such as block tackling and jockeying. Students will further develop their team work and improve on their decision making skills and communication skills through controlled drills and conditioned game situations. Students will also learn rules of the game through officiating.**Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas.**Numeracy**: Counting number of passes made and goals scored. Time keeping and officiating.**ICT**: Using digital cameras and i-pads to evaluate performance.**TS & PC**: being creative and working with othersRRSA: :Education must fully develop your talents, skills and abilities.**Careers:** We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**; Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy)**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Mid- Term**  | **Girls PE** – Hockey: Pupils will develop an understanding of the skills and rules required to play hockey through performing the push pass, hit, dribbling, tackling and game play.**Literacy:** Using correct terminology and giving feedback**Numeracy:** Scoring and developing strategies for attacking & defending**ICT:** Use of the I-pad for assessment & analysis & google classroom for communication.**TS & PC**: Working with others and thinking, problem solving & decision making**RRSA**: Article 29-:Education must fully develop your talents, skills and abilities.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure. **Tracking assessment**: Students will be assessed on their ability to perform practical skills, implement these into conditioned practices and games and abide by the rules laid out for hockey.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE – Olympic Handball**- in this unit, students will develop their knowledge of Olympic handball. Tactical awareness will be developed through exploration of attacking and defensive strategies. Students will be introduced to block tackling and to the rules regarding the defensive zone. Rules of Handball will be further developed through officiating of the game.**Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas. Conveying the rules of the game during game officiating. Reading the success criteria and information from the WAGOLL wall.**Numeracy**: Counting number of passes made and goals scored. Time keeping and officiating. Counting the number of steps made and the number of seconds the ball is held for.**ICT**: Using digital cameras and i-pads to evaluate performance and to analyse attacking and defensive strategies.**TS & PC**: being creative and working with others**RRSA**: :Education must fully develop your talents, skills and abilities.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**; Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy) and student’s ability to convey understanding of rule set during game officiating.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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|  | **April-May** | **June** |
| **Easter holidays** | **Boys and Girls PE** – Athletics: Students will learn to manage information by asking, assessing, selecting, recording, integrating and communicating through the context of athletics. Students will recap and develop the correct and safe techniques for the running, throwing and jumping events.**Literacy**: Communication, talking and listening, asking questions**Numeracy** : Measurement, timing, distance, velocity and recording.**ICT**: Spreadsheets, recording scores.**TS & PC:** Managing information, thinking problem solving and decision making and self-management. **RRSA:** Article 28 – You have the right to an educationCareers:**Tracking assessment** – this tracking grade is a culmination of all activities taught throughout the year.**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Girls' and Boys’ PE** – **Cricket:** Students will develop the skills and knowledge required to fully participate in both modified and full game versions of cricket. The knowledge and understanding of tactics needed to outwit and overcome their opponent should be evident and they should be able to analyse theirs and others performance. They will refine skills within the three main areas of Cricket, Batting (Grip, stance, shot selection/technique), Bowling (Grip, bowling action, follow through), Fielding (Throwing and catching, movement in the field, run outs and wicketkeeping). **Literacy**: Listening skills, communicating effectively with others, feedback and terminology**Numeracy:** Scoring during games**ICT**: Ipads for assessment & Google Classroom for communication.**TS & PC:** Working with others and thinking, problem solving and decision making**RRSA**: Article 28 – You have the right to an education**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Revision** | **Girls PE** – **Tennis**: Students will develop the skills required to play both singles and doubles in tennis. The knowledge and understanding of tactics needed to defeat their opponent should be evident and they should be able to analyse theirs and others performance. They will refine skills such as grip, strokes, service and match play.**Literacy**: Listening skills, feedback and terminology**Numeracy:** Scoring during games**ICT**: Ipads for assessment & google classroom for communication.**TS & PC:** Working with others and thinking, problem solving and decision making**RRSA**: Article 28 – You have the right to an education**Careers:****Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE**- Softball- In this unit students will learn the importance of team work and communication skills in a competitive, game situation. Students will further develop their pitching, catching and striking skills in both closed and open situations. Conditioned games will be used to aid in skill acquisition and to further develop understanding. **Literacy**: Talking and listening, explain their views using suitable vocabulary. Reading the success criteria and information from the WAGOLL wall.**Numeracy**: Scoring, develop methods and strategies including mental mathematics.**ICT**: **TS & PC**: Working with others, decision making & problem solving**RRSA:****Careers**:**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

Boys PE – HRPE- in this unit students will complete a variety of fitness tests designed to test their cardiovascular and muscular endurance, muscular strength, balance, speed, flexibility and power. Students will learn the importance and benefits of life long physical activity and learn different methods of physical activity and training to improve health. These will include circuits, team games and individual sports such as athletics and boxing.

Boys PE-TGFU- in this unit students will learn and develop the fundamental movement skills and develop tactical awareness that are specific to team invasion games. Students will achieve this through an array of team games such as Kabaddi, Capture and Avoid games and Guard games.

 **Curriculum Mapping**

 **Subject**: Science **Year:** Group 10

**This course is currently being revised.**

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| **September- October** | **November- December**  |
| Rotation of:CellsForcesAcids and alkalisLiteracy: developing skills in answering 6 mark questions keywordsNumeracy: Graphs / calculate forces. traces. ICT: researching how to produce bath bombs.TS & PC: WO, SM, DM, MIRRSA:Careers: Entrepeneur/BusinessTracking assessment: Topic tests | **Mid-** **Term**  | Rotation of:CellsForcesAcids and alkalisLiteracy: developing skills in answering 6 mark questions keywordsNumeracy: Graphs / calculate forces traces. ICT: researching how to produce bath bombs.TS & PC: WO, SM, DM, MIRRSA:Careers: Entrepeneur/BusinessTracking assessment: Topic tests |

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| **January- February**  | **March** |
| Rotation of:Food and NutritionAtomic structureWavesLiteracy: Continuation with preparing students for KS4- Presentations, keywords, reading text Numeracy: calculating protons neutrons and electrons- calculating wave speed ICT: research TS & PC: WO, SMRRSA:Careers: Jobs in the Science industry  | **Mid-** **Term**  | Rotation of:Food and NutritionAtomic structurewavesLiteracy: Continuation with preparing students for KS4- Presentations, keywords, reading text Numeracy: calculating protons neutrons and electrons- calculating wave speed ICT: research TS & PC: WO, SMRRSA:Careers: Jobs in the Science industry |

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|  | **April-May** | **June** |
| **Easter holidays** | Finishing the Pre- Easter Rotation , revision for exams and then developing investigative in Biology, Chemistry and PhysicsLiteracy- writing up investigationNumeracy – drawing graphs and interpreting trendsICT research Careers - jobs in Science industry | **Revision** | Developing investigative in Biology, Chemistry and PhysicsLiteracy- writing up investigationNumeracy – drawing graphs and interpreting trendsICT research Careers - Jobs in Science industry |

 **Curriculum Mapping**

Subject: **Technology & Design** Year Group:**10**

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| **September- December** | **January - April** |
|  **Theme:** Wood & Passive Amplifier Project* Wood Theory: learning about different categories of wood, comparing and contrasting natural woods to manufactured boards, appropriate joining and finishing methods for wood, appropriate tools for working with wood and introduction to CAD/CAM.
* Practical Wood Project – Manufacture of passive amplifier project.

 **Literacy:** Subject specific terminology introduced, used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings and word walls.Careers writing task.**Numeracy:** Measuring in cm and mm. Worksheet task relating to cm and mm.Estimating lengths / distances.**ICT:** Source and select relevant information for career research task. Introduction to CAD & CAM (Laser Cutter)**TS & PC:** Managing Information. Thinking, Problem-Solving and Decision Making**,** Being Creative**,** Self-Management**,** Thinking, Problem-Solving and Decision Making**RRSA: Article 29 (1a)** The development of the child’s personality, talents, and mental and physical abilities to their fullest potential. (e): Development of respect for the natural environment.**CIEAG:** Researching careers that relate to the SOW (Working with wood, Sound / Acoustics, Musical Instruments).**Homework –**  (1) Materials based worksheet (2) CAD based homework**Eco Schools:** Discussing the impact on the environment of the different types of woods we choose to work with – ie native species vrs tropical vrs manufactured boards. The emobodied energy associated with each and how easy each type is to recycle.**Tracker 1:** Theory test on materials and tools.**Tracker 2:** Theory test (50%) on topics covered since Sept and practical outcomes (50%). | **Christmas Holidays**  |  **Theme:** Clock Project* Mechanisms Theory: learning about control systems and being able to identify various mechanisms they encounter daily. Introduction to

Levers & Gears* Recycling / upcycling different pieces of materials in the department to create something new and unexpected.

 **Literacy:** Subject specific terminology introduced, used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings and word walls.**Numeracy:** Measuring in cm and mm. Striving for accuracy.**ICT:** Use of iPad’s regularly during theory activities. Use of OnShape 3D modelling package to create a 3D model of their final design.**TS & PC:** Managing Information. Thinking, Problem-Solving and Decision Making**,** Being Creative**,** Self-Management**RRSA: Article 29 (1a)** The development of the child’s personality, talents, and mental and physical abilities to their fullest potential. **CIEAG:** Discussing what types of careers may link in with different types of mechanisms.**Homework –** (1)Mechanisms worksheet (2) Recycling based homework**Eco Schools:** Discussing the 6R’s and completing specific tasks on the topic – linking in with the idea of upcycling and reusing existing off cuts / materials.**Tracker 3:** End of topic test.  |

**Curriculum Mapping 2023-24**

Subject: **Technology & Design (continued…)** Year Group:**10**

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| **April - June** |  |
| **Theme:** Graphics, 2 Point Perspective & The Design Process* Recap on why graphics and perspective drawing are an important part of Technology and Design.
* Complete a variety of tasks relating to two-point perspective, shading and texture and combine these skills to create realistic drawings.
* Understanding and recognising the different stages of the design process.
* Crest Award design task

**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings.Careers writing task.**Numeracy:** Measuring in cm and mm. Estimating lengths / distances.**ICT:** Source and select relevant information for career research task. **TS & PC:** Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Self-Management**RRSA:** Promoting and focusing on individual high-quality outcomes. **Article 29 (1a)** The development of the child’s personality, talents, and mental and physical abilities to their fullest potential.**CIEAG:** Researching & discussing a variety of design-based careers that are linked to Graphics**Homework –**  (1) Graphics based homework worksheet (2PP) (2) Crest Award**Eco Schools:** Use of existing/found materials to complete Crest Award.**Tracker 4** * End of year exam on all topics covered since Sept. Equal weighting of practical outcomes and summer exam.
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  **Curriculum Mapping**

 Subject Geography Year Group 10

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| **September- October** | **November- December**  |
| ***Threatened fragile ecosystems – coral reefs, coastal sand dunes and tropical rainforests***Literacy: Researching coral reefs and producing a factfile on the Great Barrier Reef. Storyboard to show sand dune formation. Numeracy: Drawing pie charts to illustrate the current condition of coral reefs worldwide – under threat, destroyed and still healthy.ICT: TS & PC:RRSA:Careers: Marine biologistTracking assessment: Tracker test | **Mid-** **Term**  | ***Tropical rainforests (continued)******Mapping – If the world were an orange – map projections and distorted maps***Literacy: Understanding of the term ‘sustainable development’ in relation to Tropical Rainforests.Numeracy: Map projections – calculations and scale.ICT: Researching facts on tropical rainforestsTS & PC:RRSA:Careers: Conervation and environmental charitiable workTracking assessment: Christmas examination |

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| **January- February**  | **March** |
| ***Cotton on to this – cotton and environment/conflict/colonialization/concerns eg. child labour and impacts on the environment******Geography matters – GCSE Geography and Geography and Careers***Literacy: Completion of summary notes on cotton concerns and solutions. Numeracy: Comparison of data on cotton production and consumption in various countries.ICT:TS & PC:RRSA:Careers: Data analyist | **Mid- Term**  | ***Our changing world – climate change – causes, effects and case study (Bangladesh)***Literacy: Creating a factfile on Bangladesh – summarising information. Group work presentation on global responsibility for climate change.Numeracy: Analysing data on global CO2 emissions and rising world temperatures – understanding the mathematical terms: ‘positive correlation’ and ‘directly proportional’.ICT:TS & PC:RRSA:Careers: Met office, climatologistTracking assessment: tracker test |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Plastic oceans – ocean currents, plastic pollution and its impacts on wildlife, what can we do?******Europe and the BREXIT – the countries of Europe, history of the EU, tourism and minority languages in Europe*** Literacy: Use of clues to piece together the story of how one marine biologist discovered the direction of North Sea currents.Numeracy:ICT: Research and factfile on Europe.TS & PC:RRSA:Careers: Oceanographer, conservation, politicsTracking assessment – Year 10 summer examination | **Revision** | ***Tourism in the EU******Fieldwork – to review sand dune formation, beach pollution and also to consider coastal protection (to be studied at GCSE level)******Groupwork project – research and presentations on ‘Amazing Locations’***Literacy:Numeracy:ICT:TS & PC:RRSA:Careers: field guide, environmental work |

  **Curriculum Mapping**

 Subject: **History** Year Group: 10

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| **September- October** | **November- December**  |
| **World War One** **-Long and Short Term Causes****-Join up****-Why did men in NI join up (role of Home Rule in this decision!)****-Trench Life****-Key Battles****-Results**Literacy: Reading and interpreting text and sources. Extended writing.Numeracy: Handling data.ICT: clips on World War One. Use of publisher for posters and news reports.TS & PC: Reasons why young men joined the war effort.Managing information, making decisions and working with others.RRSA: Article 38- optional protocol- children under 18 are not allowed to join the army.Habits of the Mind- 7. Questioning and posing problemsCareers: Armed forces and leadership | **Mid-** **Term**  | **World War One** Literacy: Reading and interpreting text and sources / Lit Task: Trench LetterNumeracy: Numbers of deaths at the Battle of the SommeICT: PowerPoint on Ireland’s connection with the Battle of the Somme.TS & PC: General Haig: butcher or hero. Examining evidence and making decisions.RRSA: Article 36- You should be protected from any activities that could hard your development or wellbeing.Habits of the Mind- 10. Gathering Data through all senses.Careers: Role of a politician.Tracking assessment: Christmas exam |

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| **January- February**  | **March** |
| **End of WW1 and Treaty of Versailles**Literacy: Reading and interpreting text.Numeracy: Statistics on end of the warICT: PPT Task of Treaty of Versailles (ICT task)TS & PC: Managing information, making decisions and working with others.RRSA: Article 30- You have the right to learn and use the traditions and language of your family.Habits of Mind- 9. Thinking and communicating with clarity and precision.Careers: Diplomatic affairs and international relations. | **Mid- Term**  | **The Rise of Hitler****Who was Hitler and what impact did he have on Germany?****Partition of Ireland**Literacy: Reading and interpreting text. Extended writing.Numeracy: Timelines.ICT: ResearchTS & PC: Managing information, making decisions and working with others. RRSA: Article 12- You have a right to have a say in decision making.Habits of Mind- 7. Questioning and problem posing.Careers: Roles within the governmentTracking assessment: Test on content from January – March. |

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|  | **April-May** | **June** |
| **Easter holidays** | **The Holocaust**Literacy: Reading and interpreting text. Biographical accounts.Numeracy: Statistical AnalysisICT: ResearchTS&PC Managing Information, Making Decisions and Working with OthersRRSA: Article 2. You should not be discriminated against.Habits of Mind- 3. Listening with understanding and empathy.Careers- Human Rights CampaignerTracking: End of Year Assessment | **Revision** | **Atomic Bomb**Literacy: Reading and interpreting text /Essay on the justification of the bombNumeracy: Numbers of deaths due to atomic bomb.ICT: Research biographical accounts. Use of clips and documentaries.TS & PC: Why did America use the atomic bomb? Managing information, making decisions and working with others. Drawing a substantiated conclusion.RRSA: Article 36- You should be protected from any activities that could harm your development or wellbeing.Habits of Mind- 4. Thinking flexibly. |



**Curriculum Mapping**

 Subject Religious Studies Year Group - 10

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| **September- October** | **November- December**  |
| **Matters of Life and Death/Marriage and Divorce**Students will study matters of life and death which include abortion, Euthanasia and the Death Penalty. They will explore the arguments involved in these topics and debate the points for and against. They will do this with a view to complete the first booklets of their OCN course which they will complete in year 11. Students will be expected to research, discuss and offer arguments in class discussion and written work. Students will also research the arguments for and against getting married. This will also include different types of relationships including traditional heterosexual relationships as well as same-sex marriage and civil unions. The arguments for and against celibacy, single life and divorce will also be explored. Literacy: Written tasks, extended writing tasks, posters and pamphlets to be written, persuasive writingNumeracy:Tasks where students will work out the costs of the death penalty and Euthanasia etc. on societyICT:Research some information on the topics within the unit, Ipad/Iphone for sound recordingTS & PC:Working with others, managing information, problem solvingRRSA:Careers:Think the ethical and moral issues that doctors and nurses etc. face. Also, to help them understand about the law. | **Mid-** **Term**  | **Marriage and Divorce/Life of a religious person of Faith**Students will complete unit on marriage and divorce. This will include completing the OCN coursework booklet. They will then study religious people of faith. This will include personalities like Bear Grylls and Nicky Cruz amongst others. They will study what impact religion has on their lives, how it shapes their lives and the adventures they have had. Students will research and build profiles on these famous people of faith. Again, they will complete OCN coursework on their subjects.Literacy:Written tasks, word search, extended writing, persuasive writingNumeracy:Looking at dates, value of money etc.ICT:Creating posters and researching online, YouTube videosTS & PC:Managing information, working with others, thinking, problem solving and decision making, being creativeRRSA:Careers:Careers that are deemed more ‘respectable’ in society than others, explore why this is so. Explore lack of empathy in society towards those without a career. How Religious faith can influence the life and career of some peopleTracking assessment:Winter exam – test on all topics covered by end of November – matters of life and death and marriage and divorce. |

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| **January- February**  | **February - March** |
| **OCN World Faith**Students will study the origins, ket faiths, key celebrations and key figures of 3 other major world faiths, namely Judaism, Buddhism and Islam. This will allow the students to be aware of both the similarities and differences of different world faiths.Literacy:Reading skills, extended writing, persuasive writing, person profileNumeracy:Using number skills to reference religious textsICT:Personal research tasks, person profilesTS & PC:Managing information, being creative, RRSA:Careers: Using evidence to  | **Mid- Term**  | **Study of Mark’s Gospel and Jesus’ last week**Students will study the events of the last week of Jesus’ life, leading up to his death and resurrection. Students will look at the stories in the last week of Jesus’ life, based upon the learning objectives of the CCEA GCSE Mark’s Gospel specificationLiteracy:Reading excerpts from the bibleNumeracy:Counting the number of rules broken by the Sanhedrin. ICT:Research, YouTube videos of Jesus’ last days, from Passion of The Christ for exampleTS & PC:Managing information, problem solving and decision making, working with othersRRSA:Careers:Careers of people in law enforcement and their morals etc. Tracking assessmentPast Paper GCSE questions.  |

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|  | **April-May** | **June** |
| **Easter holidays** | **Completing Jesus’ last week****World Faith Study**Students will study other world faiths including Sikhism, Taoism and Hinduism. Students will study the core beliefs, festivals, celebrations and culture of these faiths. They will then compare them to the contemporary Western beliefs of Christianity.Literacy:Extended writing, scaffolded writing tasksNumeracy:Number of gods, beliefs, special significance ot religious numbers like 3, 7, 12 etc. ICT:Research tasksTS & PC:Working with others, managing information, decision makingRRSA: To accept others for who they are and their religious beliefs.Careers:Careers that GCSE RE can help you in | **Revision** | **Introduction to Christian Ethics at GCSE – Prejudice and Discrimination**Students will consider the issues of prejudice and discrimination. We will look at the contents of the GCSE course of study and relate these topics to the ongoing events in the world today, BLM for example. Students will also look at the morality of these issues in relation to religious beliefLiteracy:Read reports, extended writing, persuasive writing, comprehension tasks Numeracy:ICT:Research topics TS & PC:Working with others, managing information, being creativeRRSA:Rights of an individual and necessity of following society’s lawsCareers:Possible examples of discrimination against people in certain professions Tracking assessmentPersuasive writing piece on pros and cons of bioethics in the world today |

**Curriculum Mapping**



Subject: **Citizenship**  Year Group: **10**

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| **September**  | **October + November** |
| What is a democracy?Values needed in a democratic societyDemocracy TreeWho makes decisions in school and Northern Ireland?What is Brexit?What impact will Brexit have on everyday life?Literacy: Reading and interpreting text. Writing a letter re Brexit.Numeracy: ICT: Film clipsTS & PC: WO, MI, TSRRSA: Articles 2, 4, 8, 16,17, 42.Careers: Politician |  | Crime and the Law Why do we have laws?Age related laws.What is the difference between civil and criminal law?What is justice?The role of the NI Justice SystemAdvantages and disadvantages of different types of sentencingLiteracy: Reading and interpreting text.Numeracy: ICT: Film clipsTS & PC: WO, MI, TSRRSA: Articles 37 and 40.Careers: Police officer, judge, solicitor. |

**Curriculum Mapping**



 Subject Employability Year Group 10

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| **December + January** | **February + March** |
| ***Careers management - students review skills/qualities, job families, qualifications, jobs, influencing factors, post 14 choices.***Literacy: skills and qualities in demand by employers, students consider how their hobbies are developing employability skills, personal employability skills assessment, students assess personal qualities and learn how to ‘sell themselves’, analysing job families, class discussion, Numeracy: students complete job families survey to find out which job family they fit into and the associated careers.ICT: career research using careers N. Ireland app. TS & PC: SM, MI, TS, WORRSA: Quickstart ProgrammeCareers: Job families, career researchTracking assessment (Yr 8 only): N/A | **Mid-** **Term**  | ***Working in the local and global economy – labour market information for Northern Ireland.******Investigating career pathways, considering qualifications, career guidance talk, where to find information, making GCSE option choices.***Literacy: progression routes, qualifications post 16 and post 18, self review, perceptions of careers, reading job descriptions and considering how literacy, numeracy and ICT apply to careers, students can rationalise their choice of subjectsNumeracy: analysing salary/working hours of careers, students can understand some Labour market statistics.ICT: career A-Z appTS & PC: MI, TS, WORRSA: Quickstart ProgrammeCareers: students consider which GCSEs they need to choose for careers they are interested in.Tracking assessment: N/A |

 **Curriculum Mapping**

 Subject - Personal Development Year Group - 10

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|  | **April-May** | **June** |
| **Easter holidays** | Personal Development is based on the three key concepts of self-awareness, personal health and relationships. In Year 10 Personal Development focuses on managing change and making the decisions associated with growing up. Students also gain an understanding of the process involved with developing and maintaining healthy relationships and discuss coping strategies. **Literacy:** Talking and listening**Numeracy:** collect, organise, record and represent data**ICT**: Films clip on managing change & google classroom for communication & sharing resouurces.**TS & PC:** Decision making and working with others.**RRSA**: Article 31 You have the right to relax and play.**Careers**: Discuss jobs in the health care sector | **Revision** | Students discuss appropriate behaviour with boy/girl relationships and consequences of making poor decisions. Students complete the SHAHRP alcohol reduction programme which involves discussing making wise choices with regards to drinking alcohol. Students also discuss the dangers of drinking too much alcohol.**Literacy:** Talking and listening**Numeracy:** collect, organise, record and represent data**ICT:** CD ROM with PowerPoints & videos on anti- smoking. Google classroom for communication and sharing resources.**TS & PC:** Decision making and working with others**RRSA:** Article 24 – You should get the best health care possible.**Careers:** Discuss jobs in the health care sector  |